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ABSTRACT

Since 1981, the Arizona Department of Education has coordinated the identification and dissemination of innovative programs and practices. A committee reviewed hundreds of submissions during the past 3 years and selected over 200 entries published in this catalogue as the best. Quality programs are broad in scope, time, and number of people involved. Each program must have been in operation for at least 2 years and be worthy of duplication. Quality practices are limited in scope, have been effective in a particular setting or for a particular problem or purpose, and have been in operation for at least 1 year and can be successfully duplicated. Each section is in alphabetical order by the school district of the originator, and a subject index has been provided for the entire catalogue. Programs in literacy, parent involvement, and students at risk of not succeeding in school have been labeled in italics and are shown in boldface type in the subject index. Each quality program entry includes a description, type of program, level, target audience, site, success indicators, and contact person. Each quality practice entry includes a description and a contact person. (MLF)

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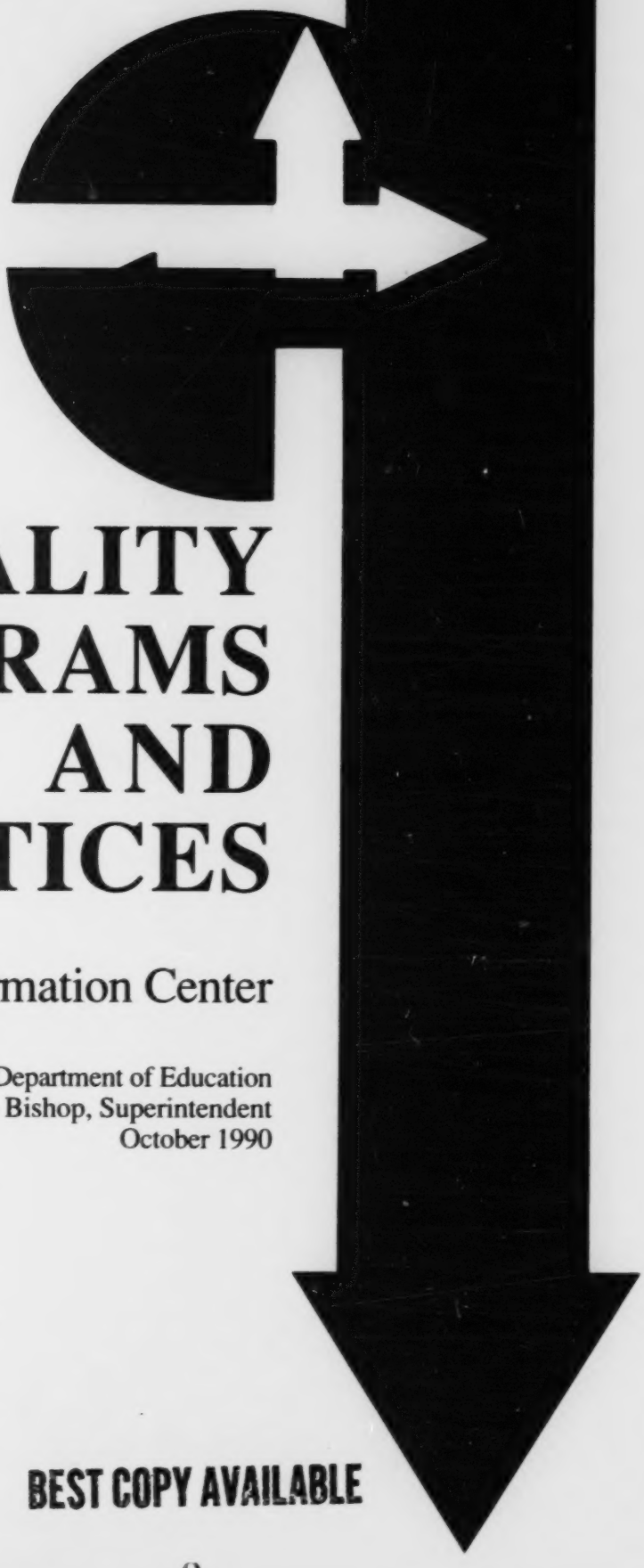

QUALITY PROGRAMS AND PRACTICES

Educational Information Center

Arizona Department of Education
C. Diane Bishop, Superintendent
October 1990

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Office of Educational Research and Improvement
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Arizona
Department of Education

C. DIANE BISHOP
Superintendent

September 28, 1990

MEMORANDUM

TO: Teachers, Administrators and Districts Participating in Quality Programs and Practices

FROM: C. Diane Bishop C. Diane Bishop

Congratulations! The acceptance of your program into the Quality Programs and Practices Catalogue demonstrates the importance of local initiative in the public schools. The results of your ingenuity and creativity can serve as a resource to other teachers, schools, and districts looking for new ideas that can be implemented without additional research and development costs.

I applaud your efforts in developing these programs and practices and in sharing the successful results with others in our profession. Your fine efforts are greatly appreciated.

• 1535 West Jefferson, Phoenix, Arizona 85007 •
602-542-4361 FAX 602-542-5283 Voc Ed FAX 602-542-1849

INTRODUCTION

This catalogue is dedicated to the teachers and administrators of Arizona who have found diverse, ingenious and effective ways to put educational research and creative ideas to work for the benefit of all learners.

Since 1981, the Arizona Department of Education (ADE) has coordinated the identification and dissemination of these innovative programs and practices to provide schools with alternative solutions that have already been successfully tried, thus saving time and resource expenditures.

A committee composed of classroom teachers, administrators and researchers reviewed hundreds of submissions during the past three years and selected over 200 entries published in this catalogue as the best. They are classified into Quality Programs and Quality Practices:

- Quality Programs are broad in scope, time, and number of people involved. Each program must have been in operation at least two years and is worthy of duplication with an expectation of similar results being achieved.

- Quality Practices are limited in scope, have been effective in a particular setting or for a particular problem or purpose and have been in operation at least one year. These practices can be successfully duplicated in similar circumstances.

Each section is in alphabetical order by the school district of the originator and a subject index has been provided for the entire catalogue. Three issues of special concern to Arizona educators have been emphasized by Superintendent Bishop: literacy, parent involvement and students at risk of not succeeding in school. Programs in part one which are especially relevant to these concerns have been labeled in italics and are shown in boldface type in the subject index. To facilitate cross-utilization, each entry includes a contact person. Information may be exchanged directly with the originator of the program or practice.

Joyce Hunter
Research Editor
542-5031

TABLE OF CONTENTS

Page

Introduction

Major Subject Index

QUALITY PROGRAMS

Amphitheater Unified School District 1
Apache Junction Unified School District 3
Blue Ridge Unified School District 4
Cartwright Elementary School District 5
Chandler Unified School District 6
Crane Elementary School District 12
Deer Valley Unified School District 17
Dysart Unified School District 18
Flagstaff Unified School District 19
Flowing Wells Unified School District 25
Gilbert Unified School District 29
Glendale Elementary School District 30
Glendale Union High School District 32
Kingman Unified School District 34
Lake Havasu Unified School District 35
Litchfield Elementary School District 37
Marana Unified School District 40
Mesa Unified School District 42
Miami Unified School District 48
Paradise Valley Unified School District 49
Payson Unified School District 51
Phoenix Union High School District 52
Pima County Adult Education 54
Pima County Center for Educational Development 55
Pinal County Special Education 56
Prescott Unified School District 57
Sahuarita Unified School District 63
Scottsdale Adult Learning Center 65
Scottsdale Unified School District 66
Sierra Vista Unified School District 69
Snowflake Unified School District 70
Sunnyside Unified School District 71
Tempe Elementary School District 72
Tempe Union High School District 73
Tolleson Union High School District 74
Tuba City Unified School District 75
Tucson Unified School District 76
Washington Elementary School District 79
Winslow Unified School District 82

Page

QUALITY PRACTICES

Agua Fria Union High School District 84
Alhambra Elementary School District 84
Amphitheater Unified School District 86
Apache Junction Unified School District 88
Blue Ridge Unified School District 89
Cartwright Elementary School District 91
Casa Grande Elementary School District 92
Chandler Unified School District 95
Crane Elementary School District 98
Deer Valley Unified School District 98
Flagstaff Unified School District 100
Flowing Wells Unified School District 102
Ganado Unified School District 105
Gilbert Unified School District 105
Glendale Union High School District 107
Globe Unified School District 108
Kyrene Elementary School District 108
Madison Elementary School District 109
Marana Unified School District 109
Mesa Unified School District 110
Miami Unified School District 112
Murphy Elementary School District 112
Oracle Elementary School District 113
Osborn Elementary School District 114
Paradise Valley Unified School District 114
Phoenix Elementary School District 118
Prescott Unified School District 119
Scottsdale Unified School District 120
Show Low Unified School District 122
Sunnyside Unified School District 124
Tolleson Elementary School District 125
Tucson Unified School District 127
Washington Elementary School District 129

MAJOR SUBJECT INDEX

Academic Achievement 86, 89, 106, 107, 114, 128, 133
Adult Education 54, 65, 111, 131
Alternative Programs 27, 29, 87, 121
Art and Art Appreciation 19, 85, 97, 116, 133
Assembly Programs 117, 131, 132
Aviation Careers 105
Basic Skills 12, 37, 42, 43, 107, 111, 112, 113, 121, 127
Behavior Modification 29, 56, 68, 72, 90, 91, 93, 94, 102, 103, 105, 113, 115, 116, 123, 126, 128
Bilingual Education 71, 108
Biology and Physiology 120
Bowling 108
Business Education 16, 33, 41, 101, 102, 114
Career Exploration 55, 57, 59, 69, 99, 105, 116, 122, 129
Child Development 119
Communication Skills 24, 78, 87, 102, 104, 115, 120, 127, 129, 132
Community Involvement 4, 31, 39, 77, 82, 87, 95, 96, 111, 114, 116, 121, 124, 131
Computer Literacy 18, 33, 35, 106, 122
Computer-assisted Instruction 29, 30, 76, 84, 106, 129
Computer-oriented Programs 33, 42, 106, 122
Cooperative Planning 125, 126
Counseling 27, 46, 87, 99, 122, 123
Creative Development 100, 129, 132, 133
Creative Writing 100, 107, 120, 127, 128
Crime Prevention 105, 125
Critical Thinking 45, 63, 76
Cross-age Tutoring 92, 1043, 119, 129
Cultural Awareness 101, 110, 124
Cultural Education 110, 116, 124, 132
Daily Living Skills 47, 54, 57, 72, 87, 119, 121
Data Processing 33
Developmental Disabilities 98, 112, 118, 119
Diagnostic Teaching 22, 42, 121
Discipline 68, 72, 93, 103, 113, 115, 123
Drama 39, 51, 103, 110, 120, 131
Drug Abuse Counseling 46
Early Intervention 12, 29, 66, 112, 119
Economics Education 25, 74, 102
Educational Games 58, 95, 100, 106
Employer/Employee Relationship 7, 10, 85, 133
English as a Second Language (ESL) 44, 71, 108
Enrichment 32, 39, 63, 93, 97, 105, 120, 121, 122, 131
Environmental Education 18, 34, 95, 100, 101, 105, 122
Extracurricular Activities 92, 97, 119, 131
French 32
Foreign Students 73
Geology 100
Gifted 32, 63, 93, 97, 120, 121, 128
Grants 126
Health Education 18, 23, 96, 108, 118
Health Occupations 69, 116, 118, 120
High School Equivalency Program 65
History 51, 106, 110, 124, 129, 131, 132
Home Economics 79
Homework 36, 96, 99
Incentive Programs 2, 4, 5, 75, 84, 85, 89, 90, 91, 92, 94, 96, 102, 103, 113, 115, 116, 117, 123, 124, 125, 126, 130, 131
Independent Reading 77, 92, 97, 114, 121
Independent Study 121, 128, 129
Individualized Instruction 22, 27, 29, 121
Industrial Arts 58, 74
Intramural Athletics 48, 108
Job Skills 33, 47, 54, 56, 57, 121
Kindergarten 1, 70, 97, 98, 112, 113, 115, 125, 130
Language Handicaps 43, 80
Learning Disabilities 54, 118
Legal Careers 59
Letters (Correspondence) 101, 110, 132
Library Instruction 52, 53, 95, 110
Literacy 30, 53, 61, 65, 71, 77, 80
Mathematics Instruction 2, 35, 42, 43, 64, 84, 99, 118, 121
Metric Measurement 58
Money Management 102, 114
Motivation Techniques 89, 90, 91, 98, 99, 103, 104, 113, 114, 116, 117, 123, 125, 130
Music 3, 31, 100, 111, 129
Natural Resources 34, 100
Outdoor Education 21, 34, 101, 105, 122
Parent Involvement 1, 13, 15, 17, 23, 28, 29, 36, 38, 39, 66, 67, 70, 78, 83, 87, 89, 90, 91, 96, 97, 99, 100, 102, 104, 109, 110, 111, 116, 122, 123, 126, 130, 131
Patriotism 96, 126, 131
Pen Pals 101, 132
Peer Counseling 20, 40, 98
Physical Education 48, 96, 98, 108, 129
Positive Reinforcement 117, 123, 128, 130
Preschool Education 66, 67, 70, 89, 97, 119
Primary Education 22, 108, 112, 113
Problem Solving 45
Puppetry 120
Recognition Programs 11, 89, 90, 96, 103, 107, 112, 114, 115, 116, 117, 123, 124, 126, 130
Remedial Instruction 14, 22, 30, 37, 73, 84, 88, 92, 112, 123
Re-entry Students 46, 88
Safety Education 84, 105, 117
School Administration 7, 9, 10, 11, 84, 94, 111, 126

School Buses 84
School Effectiveness 94, 107
School Improvement 82, 107, 117
School Newspapers 91, 100, 104
School Orientation 94, 107
Science Instruction 49, 69, 95, 101, 105, 116, 118, 120
Self-Concept 12, 27, 55, 56, 88, 104, 119, 123, 126, 128, 130
Sex Education 23
Sheltered Workshops 56
Sign Language 24
Social Reinforcement 25, 97, 115, 117, 123, 128
Social Studies 60, 106, 110, 131, 132
Spanish 32
Special Education 24, 26, 47, 56, 57, 86, 90, 92, 114, 118, 119, 121, 123
Speech Therapy 80
Speed Reading 63
Spelling 91, 94, 134
Staff Development 7, 9, 81, 84, 93, 94, 107, 109, 111, 126, 133
Student Government 50, 133
Student Responsibility 56, 99, 104
Students At Risk 2, 21, 22, 24, 27, 29, 30, 37, 40, 42, 43, 44, 45, 46, 47, 57, 60, 62, 64, 68, 71, 72, 73, 75, 76, 78, 80, 108, 112, 113, 123
Study Skills 5, 36, 106, 112, 121, 124, 130
Teacher Effectiveness 42, 52, 81, 112, 126, 128
Teacher Recruitment 86
Team Teaching 125
Transitional Classes 75, 97, 119, 121
Tutoring 43, 75, 98, 104
Typewriting 16, 101
Videotape Recording 32, 110, 119, 120
Vocabulary Development 63, 91, 94, 112, 130, 134
Vocational Education 33, 47, 57, 99, 111, 121
Volunteers 13, 15, 17, 28, 95, 116, 122
Word Processing 41
Writing Skills Improvement 63, 88, 100, 107, 112, 113, 118, 120, 127, 133, 134
Yearbooks 109

Quality Practices

AMPHITHEATER UNIFIED SCHOOL DISTRICT
TUCSON, ARIZONA

TYPE OF PROGRAM

- [x] Instructional
- [ ] Curricular
- [ ] Administrative
- [ ] Management

LEVEL

- [ ] Pre-school
- [x] K-3
- [ ] 4-6
- [ ] 7-9
- [ ] 10-12
- [ ] Adults
- [ ] K-12

TARGET AUDIENCE

- [x] Students
- [ ] Teachers
- [ ] Administrators
- [x] Parents
- [ ] School Staff

SITE

- [x] Classroom(s)
- [ ] School
- [ ] District
- [ ] Community

SUCCESS INDICATORS

- [x] Achievement changes
- [ ] Attitude changes
- [ ] Participation changes
- [ ] Other changes

Kindergarten-Involved-Parents (KIP)

This parent involvement program enlists parents of kindergarteners, especially ones whose child showed lower than average academic skills levels on selected pre-tests administered in August. In weekly workshops, parents learn how to make, adapt and teach games and activities to boost the skill level of their own child. In addition, workshop staff and speakers lead discussions on child behavior, discipline, citizenship, and how children learn (a notebook provides activities). Parents then, as a group, go into the kindergarten classroom and instruct small groups of children who also need to learn the same skills the parents prepared for their own children. The parents then take the game or activity home to give their own child extra practice on the targeted learning. KIP personnel extend the project to the homes of parents who are unable or unwilling to participate in daytime sessions.

The program began in 1978-79 and won a President's Initiative Award through National Chapter I competition in 1985. Current information is available and on-site visits welcome in the three participating schools.

Contact: Valerie Davison
Amphitheater Public Schools
701 West Wetmore Road
Tucson, AZ 85705
742-8011

AMPHITHEATER UNIFIED SCHOOL DISTRICT
TUCSON, ARIZONA

TYPE OF PROGRAM

- ☐ Instructional
- ☑ Curricular
- ☐ Administrative
- ☐ Management

LEVEL

- ☐ Pre-school
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- ☐ Participation changes
- ☐ Other changes

The Principal's Math Challenge

Students At Risk

Once each week, students volunteer to take a timed test of 100 basic facts in one of the four arithmetic operations. A student chooses to participate and signs an intent slip during the preceding week. Those students are released from class, as the tests are given en masse in the school cafeteria on Thursday mornings.

One hundred percent mastery within a specified time frame earns a "Math Master" award for each student. Passing all four tests earns the student a chance to challenge the principal to a test of the student's choice. Beating the principal in time and accuracy means the principal will take the student out to lunch. Last year, about 12 students earned that distinction.

While math facts are not an end unto themselves, competence here reflects itself in problem-solving activities within the classroom and in an increased sophistication in number sense and mental math abilities. The Challenge has allowed for increased classroom time being freed for the teaching of problem-solving strategies. The only problems encountered were that even our youngest students wanted to be a part of this program. After discussion, we opened the Challenge to the entire school, writing a sliding time scale to match state-mandated C.U.E.S. and developing a shortened version of the test for the youngest students.

A comparison of standardized test scores for the last two years shows a positive increase in the mathematics component averages in all three areas: concepts, problem solving, and computation; of 4 percent, 8 percent, and 12 percent; respectively. Additionally, there has been a positive affective change recorded by both teaching staff and student population. The Challenge motivates students to conquer a bit of drudgery, while also freeing precious time for higher-level thinking and problem-solving situations.

Being a Math Master has become a very positive identity at Keeling School.

Contact: Cheryl Perry
Keeling Elementary School
435 East Glenn
Tucson, AZ 85705
623-1121

APACHE JUNCTION UNIFIED SCHOOL DISTRICT
APACHE JUNCTION, ARIZONA

TYPE OF PROGRAM

- [x] Instructional
- [ ] Curricular
- [ ] Administrative
- [ ] Management

LEVEL

- [ ] Pre-school
- [ ] K-3
- [x] 4-6
- [x] 7-9
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"Say It — Play It"

The purpose of this program, which has been in use for 25 years, is to introduce a simplified vocal imitation of 14 basic rhythms for students who are unable to read music. "Say It — Play It" is a music rhythm workbook which includes: a wind-instrument player's guide to find rhythms; a revolutionary new method, without the theory; flip-out rhythm-finding guide to check; and a logical, step-by-step, rhythm-by-rhythm discovery. Students in band find the 14 basic rhythms easier to learn and have more confidence in playing. Band directors spend less time showing band students how the rhythmic passage sounds.

Band students have been expected to count numbers and words; e.g., "one and two, ee and aa," tap feet and remember instrument fingerings, all at the same time. This is a condensed system of finding rhythms on a one-page chart, helping students locate a rhythm and showing them a way to say the exact sound of the 14 basic rhythms by simple syllables which can be exactly copied through the instrument. Most students comment on how *few* rhythms there actually are compared to what they originally thought. As any beginning band director comes to a new rhythm, he or she points to the chart and has the student imitiate the sound of the rhythm, then proceed to say and play a few lines until the child is secure. A potential problem to conventional rhythm teachers is to connect the "syllable method" to advanced band directors who use the traditional words; e.g., "one and two and." The answer is that students spot rhythms so easily in the syllable method that they learn exactly which "words" go with any rhythm presented. Gradually, they switch to traditional words.

Contact: James G. Surra
Gold Canyon Elementary
P. O. Box 879
Apache Junction, AZ 85219
982-1110

BLUE RIDGE UNIFIED SCHOOL DISTRICT
LAKESIDE, ARIZONA

TYPE OF PROGRAM

- [x] Instructional
- [ ] Curricular
- [ ] Administrative
- [ ] Management

LEVEL

- [ ] Pre-school
- [x] K-3
- [x] 4-6
- [ ] 7-9
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Junior Optimists

This program is delivered through a club, the Junior Optimist Club of Blue Ridge Junior High School. The club has a sponsor from the school staff and is also sponsored by the Optimist Club of Pinetop-Lakeside, a local organization that stresses youth and community involvement.

The students are involved in three types of activities: community, educational, and recreational. The community activities include: cutting and delivering wood to needy families, digging up and planting aspen trees on school grounds, visiting and providing entertainment for residents of a local nursing home, participation in "Hands Across America," assisting during community clean-up day, planting tulips for community beautification, and assisting with improvement projects at Big Springs, an outdoor classroom.

The educational activities included a firearms safety course and a field trip to visit an amateur radio station operator.

Fishing, golfing and skiing are typical recreational activities in which Junior Optimists participate. In both golf and skiing, lessons are given along with information on appropriate behavior for each setting.

The main goals of the program are to encourage students to become involved and to give them an opportunity to have a positive relationship with an adult outside the school and family environment.

Students are required to maintain average grades and to refrain from being involved in any disciplinary problems in order to participate in educational or recreational activities. In addition, students are required to participate in community activities to qualify for other activities.

The recreational, or fun activities, have a positive effect on students and give them tangible incentives to keep their grades up and stay out of trouble.

Contact: Jane Ryan
Blue Ridge Junior High
Box 885
Lakeside, AZ 85929
368-6377

CARTWRIGHT ELEMENTARY SCHOOL DISTRICT
PHOENIX, ARIZONA

TYPE OF PROGRAM

- [x] Instructional
- [ ] Curricular
- [ ] Administrative
- [ ] Management

LEVEL

- [ ] Pre-school
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- [ ] Other changes

Study Skills Program

We have developed a Study Skills Program which includes both study and management methods to help students develop a lasting use of good study habits.

Our teachers were given instruction on the program first. Our students are now instructed over a nine-week period in the following material:

- keeping and organizing a notebook
- two methods of note taking
- using notes as a visible study method
- weekly check procedure for notebooks

Certificates are issued to those students who maintain their notebooks with a 90 percent accuracy. These certificates can be exchanged in a class of their choice for an improvement of their grades (in the form of "bonus points" or "extra credit"). Students also become more aware of their grades as they "shop around" for the most effective use of their certificates!

The most significant result was the reduction in the number of retained students and since teachers had identified the major contributing characteristics which were related to poor study skills and materials, the goal of study skill implementation is directly reflected in the outcome.

Contact: Barbara Fraley
Estrella Junior High School
3733 North 75th Avenue
Phoenix, AZ 85033
846-0914

CHANDLER UNIFIED SCHOOL DISTRICT
CHANDLER, ARIZONA

TYPE OF PROGRAM

- ☐ Instructional
- ☐ Curricular
- ☑ Administrative
- ☑ Management

LEVEL

- ☐ Pre-school
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Chandler School District/Chamber of Commerce
Adopt-A-School Program

Chandler Schools representatives work in conjunction with the Chandler Chamber of Commerce's Public Education Committee to survey businesses involved in Chandler to see which ones would be interested in participating in the Chandler School District/Chamber of Commerce Adopt-A-School Program. The committee then pairs businesses with schools and/or individual classrooms within a school.

The partnerships can involve donations of money, equipment, materials, and most especially, volunteer help in the classrooms. Each year, the committee evaluates each partnership to see how it is working, if it can be continued or improved.

Research for this program was conducted during 1982-83. This involved a compilation of information from places where programs had already been instituted. From this research, a proposal was developed for the Chandler Public Schools. Following district and Board discussion and approval, the proposal was made to the Chamber of Commerce for its involvement in this program.

The first partnerships were set up in the 1983-84 school year, with six "adoptions" taking place. The program is continuing with effort being made to expand into all of the district's 11 schools.

Problems encountered involve the need for constant communication between the partners at all levels. This needs to happen early on and participants must be as honest and constructive as possible. Guidelines must be set and in-services scheduled where classroom involvement is a part of the partnership.

Partners are selected voluntarily—both schools and businesses must want to participate. Districts/schools in close proximity to large businesses/industries should be easily adaptable to this program.

Contact: Paula Smith
Director of Community Relations
Chandler Unified School District
1525 West Frye Road
Chandler, AZ 85224
786-7000

CHANDLER UNIFIED SCHOOL DISTRICT
CHANDLER, ARIZONA

TYPE OF PROGRAM

- ☐ Instructional
- ☐ Curricular
- ☑ Administrative
- ☑ Management

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SUCCESS INDICATORS

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- ☐ Other changes

Chandler "Back to School Rally"

The rally is mandatory for all certificated staff. It is used as a positive note to kick-off the school year. A district committee plans the program each year. The programs consist of speakers and welcome statements by district personnel. There are musical presentations, introductions of new teachers, and a featured speaker. Door prizes are awarded throughout the day. The rally is evaluated each year and appropriate changes are made as suggested by the staff.

Contact: Paula Smith
Director of Community Relations
Chandler Unified School District
1525 West Frye Road
Chandler, AZ 85224
786-7000

CHANDLER UNIFIED SCHOOL DISTRICT
CHANDLER, ARIZONA

TYPE OF PROGRAM

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- [ ] Management

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- [ ] Other changes

Frye Learning Center Program

This program has been in use for the last five years. Presently, eight learning center activities are devised weekly. Topics may vary but usually are chosen from the following: library center, listening, computer, social studies, science, mathematics, writing, art, educational games, a bilingual center, and seat work. Monday through Thursday classes are divided into two-hour time blocks; students are grouped into four reading groups per class that meet each day for 30 minutes each. When not in reading groups, students are subgrouped further so that 3 to 5 students take part in center activities at 30-minute intervals throughout the reading block. By the end of Thursday's reading block, all children have attended each center. Friday's reading program changes somewhat, and centers are not used unless make-up work is needed.

Critical Factors—The program is successful because second grade teachers plan together in coordinating weekly themes and sharing the preparation of center activities. Organizational skills are important because four reading groups are needed to effect a math rotation throughout the week. Each of our classrooms currently have four walls, but open-space programs have flourished in this environment. Students often are "shared" from class to class and across the grade level, depending on reading level.

Possible Problems—Cooperation between teachers is essential; the preparation needed for each teacher to prepare eight quality, thematic-based centers weekly would be prohibitive without teamwork.

Teaching Methods—Primarily small group instruction from a Houghton Mifflin basal or Spanish Economy Reader; however, whole language techniques are used throughout the grade levels in varying degrees.

Contact: Raymond J. Polvani
Frye Elementary School
801 East Frye Road
Chandler, AZ 85225-5699
786-7050

CHANDLER UNIFIED SCHOOL DISTRICT
CHANDLER, ARIZONA

TYPE OF PROGRAM

- ☐ Instructional
- ☐ Curricular
- ☑ Administrative
- ☑ Management

LEVEL

- ☐ Pre-school
- ☐ K-3
- ☐ 4-6
- ☐ 7-9
- ☐ 10-12
- ☑ Adults
- ☐ K-12

TARGET AUDIENCE

- ☐ Students
- ☑ Teachers
- ☑ Administrators
- ☐ Parents
- ☑ School Staff

SITE

- ☐ Classroom(s)
- ☐ School
- ☑ District
- ☐ Community

SUCCESS INDICATORS

- ☑ Achievement changes
- ☑ Attitude changes
- ☑ Participation changes
- ☐ Other changes

Information Exchange Breakfast

On a random basis, employees are selected to attend the information exchange breakfast each month. The breakfasts are held at 7:15 a.m. in the district board room. The selections are made so people are attending who represent teachers, janitors, nurses, principals, district departments, etc.

Invitations are sent out with a letter explaining the information exchange breakfast. Also sent out is a form for any questions people may want to have the Superintendent respond to. Along with submitted questions prior to the breakfast, those in attendance can also ask questions on anything they may want to address.

The breakfast begins with the Superintendent giving a brief overview of the district, areas of concern, construction update, accomplishments, etc. This is followed by answering the previously submitted questions and then questions on anything else.

The food services department provides the breakfast for everyone.

The Superintendent may get back to people whose questions need further research and/or action.

The attempt is made to keep everything relaxed and informal. All participants are surveyed during the year to ascertain if the breakfasts are working and/or whether changes need to be made.

Any district could duplicate these breakfasts if they want to. Some problems related to scheduling conflicts, or obtaining substitutes might occur.

Contact: Paula Smith
Director of Community Relations
Chandler Unified School District
1525 West Frye Road
Chandler, AZ 85224
786-7000

CHANDLER UNIFIED SCHOOL DISTRICT
CHANDLER, ARIZONA

TYPE OF PROGRAM

- [x] Instructional
- [ ] Curricular
- [ ] Administrative
- [ ] Management

LEVEL

- [ ] Pre-school
- [ ] K-3
- [ ] 4-6
- [ ] 7-9
- [ ] 10-12
- [x] Adults
- [ ] K-12

TARGET AUDIENCE

- [ ] Students
- [ ] Teachers
- [ ] Administrators
- [ ] Parents
- [x] School Staff

SITE

- [ ] Classroom(s)
- [x] School
- [ ] District
- [ ] Community

SUCCESS INDICATORS

- [ ] Achievement changes
- [ ] Attitude changes
- [x] Participation changes
- [ ] Other changes

PRIDE—Promoting Recognition in District Employees

The PRIDE committee is composed of employees of the district who serve voluntarily for one year. The committee guides and directs several social activities throughout the year. The program was initiated to increase morale and performance of district personnel, and has promoted better feelings and communication between employees and administration. It received an award from ASPRA in 1984 as a Program of Excellence.

Contact: Paula Smith
Director of Community Relations
Chandler Unified School District
1525 West Frye Road
Chandler, AZ 85224
786-7000

CHANDLER UNIFIED SCHOOL DISTRICT
CHANDLER, ARIZONA

TYPE OF PROGRAM

- ☐ Instructional
- ☐ Curricular
- ☑ Administrative
- ☑ Management

LEVEL

- ☐ Pre-school
- ☐ K-3
- ☐ 4-6
- ☐ 7-9
- ☐ 10-12
- ☑ Adults
- ☐ K-12

TARGET AUDIENCE

- ☐ Students
- ☐ Teachers
- ☐ Administrators
- ☐ Parents
- ☑ School Staff

SITE

- ☐ Classroom(s)
- ☑ School
- ☑ District
- ☐ Community

SUCCESS INDICATORS

- ☐ Achievement changes
- ☐ Attitude changes
- ☑ Participation changes
- ☐ Other changes

Triple AAA—Apple Achievement Award—Program

Employees are nominated for the award by co-workers, PTA members, etc. The form must be signed by three district employees and the supervisor. The completed form is submitted to the community relations coordinator. At a monthly meeting, nominees (no more than four each month) are chosen to receive the award the next month. The winners receive a certificate of appreciation from the governing board president and are featured in the local newspaper. The winners' pictures are displayed on a special bulletin board in the district office, and winners are automatically eligible for the Chamber's Educator of the Year Award.

Contact: Donna Neu
Community Relations Coordinator
Chandler Unified District Office
500 West Galveston Street
Chandler, AZ 85224
963-4521

CRANE ELEMENTARY SCHOOL DISTRICT
YUMA, ARIZONA

TYPE OF PROGRAM

- [x] Instructional
- [ ] Curricular
- [ ] Administrative
- [ ] Management

LEVEL

- [ ] Pre-school
- [ ] K-3
- [x] 4-6
- [ ] 7-9
- [ ] 10-12
- [ ] Adults
- [ ] K-12

TARGET AUDIENCE

- [x] Students
- [ ] Teachers
- [ ] Administrators
- [x] Parents
- [ ] School Staff

SITE

- [ ] Classroom(s)
- [x] School
- [ ] District
- [ ] Community

SUCCESS INDICATORS

- [x] Achievement changes
- [ ] Attitude changes
- [x] Participation changes
- [ ] Other changes

Crane Pueblo EXCEL
(Extended Course in English Language)

The purpose of the program is to raise the achievement level in oral language, reading, and writing in English of students involved in the program to increase the child's level of motivation, to enhance the child's self-image by giving him or her opportunities to succeed in the academic area, to enhance the teacher's perception of the child through maximizing parent-teacher interaction, to help parents gain oral language, reading, and writing skills in English as they help their child master basic skills, and to help parents to raise their own perceptions of their personal self-worth.

Students and parents in the program use a strong oral language, reading, and writing program (Metra) which is highly structured and has been used successfully with children in the primary grades at Pueblo School. Children are pre-tested and post-tested, using the LAS and IDEA Kit for testing and are placed according to their pre-test results. The class is held two evenings per week, two hours per evening, for a total of four hours instructional time per week. Classes are held on the school campus. The district provides the facility, janitorial services, secretarial services, and all necessary testing and instructional materials for the project.

NOTE: Program not currently in use due to lack of funding.

Contact: Dr. Judy Bishop
Pueblo Elementary School
2803 West 20th Street
Yuma, AZ 85364
782-3841

CRANE ELEMENTARY SCHOOL DISTRICT
YUMA, ARIZONA

TYPE OF PROGRAM

- ☐ Instructional
- ☐ Curricular
- ☑ Administrative
- ☐ Management

LEVEL

- ☐ Pre-school
- ☑ K-3
- ☑ 4-6
- ☐ 7-9
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- ☐ Adults
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TARGET AUDIENCE

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- ☐ School Staff

SITE

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- ☑ Community

SUCCESS INDICATORS

- ☐ Achievement changes
- ☑ Attitude changes
- ☑ Participation changes
- ☐ Other changes

Crane Pueblo Helping Hand Program

This program, which has been in use for five years, was developed to ensure that students traveled safely between school and home. The need arose when an unauthorized attempt to pick up children occurred and some children were threatened. Parent volunteers were contacted by the school. The volunteers were nonworking mothers who received training from the school and the police department. A Helping Hand poster was displayed at each volunteer's home, in a prominent place. Children were taught to go only to the homes that displayed the sign.

Contact: Dr. Judy Bishop
Pueblo Elementary School
2803 West 20th Street
Yuma, AZ 85364
782-3841

CRANE ELEMENTARY SCHOOL DISTRICT
YUMA, ARIZONA

TYPE OF PROGRAM

- [x] Instructional
- [ ] Curricular
- [ ] Administrative
- [ ] Management

LEVEL

- [ ] Pre-school
- [ ] K-3
- [ ] 4-6
- [x] 7-9
- [ ] 10-12
- [ ] Adults
- [ ] K-12

TARGET AUDIENCE

- [x] Students
- [ ] Teachers
- [ ] Administrators
- [ ] Parents
- [ ] School Staff

SITE

- [x] Classroom(s)
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SUCCESS INDICATORS

- [x] Achievement changes
- [ ] Attitude changes
- [ ] Participation changes
- [ ] Other changes

Fundamental Reading/Prescription Learning

Qualified students admitted to the Prescription Learning Program will achieve, on the average, a seven-month growth in their reading skills that are directly related to their deficiencies identified by the prescription.

Students entering the class are given a pre-test to determine their present reading level and the specific deficiencies they have in the area of reading.

A prescription is formulated to include specific skill activities for that student's deficiencies. The program gives the student the opportunity to work with a diversity of activities while completing the prescription. These activities include computer assisted instruction, small group instruction, and other hands-on activities.

Students work on one skill area at a time. When they have completed their prescription, they are assigned a computerized test for mastery of a skill. Following this, they receive a new prescription based on another problem area which has been identified.

Contact: Jan Olsen
Crane Junior High School
4480 West 32nd Street
Yuma, AZ 85364
726-0553

CRANE ELEMENTARY SCHOOL DISTRICT
YUMA, ARIZONA

TYPE OF PROGRAM

- [x] Instructional
- [ ] Curricular
- [x] Administrative
- [ ] Management

LEVEL

- [ ] Pre-school
- [x] K-3
- [x] 4-6
- [x] 7-9
- [ ] 10-12
- [ ] Adults
- [ ] K-12

TARGET AUDIENCE

- [x] Students
- [x] Teachers
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SITE

- [ ] Classroom(s)
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SUCCESS INDICATORS

- [ ] Achievement changes
- [x] Attitude changes
- [x] Participation changes
- [ ] Other changes

PAL Volunteer Program – Participate-Activate Learning

Volunteers provide tutoring, work in the school office, assist in the library, provide help running ditto machines, laminating materials, and making games and bulletin board letters. In addition, people have brought their special talents into the school by sharing hobbies, interests and occupations. Parents and other community members that volunteer are trained in a special workshop and provided a training manual. Building coordinators, teachers and principals work together to maintain a schedule of when volunteer workers are available. The volunteer program has developed an incentive campaign providing workers small recognition awards for a designated number of hours of volunteer work.

Contact: Lynn Thompson
Crane Elementary School District
4250 West 16th Street
Yuma, AZ 85364
782-5183

CRANE ELEMENTARY SCHOOL DISTRICT
YUMA, ARIZONA

TYPE OF PROGRAM

- [x] Instructional
- [ ] Curricular
- [ ] Administrative
- [ ] Management

LEVEL

- [ ] Pre-school
- [ ] K-3
- [ ] 4-6
- [x] 7-9
- [ ] 10-12
- [ ] Adults
- [ ] K-12

TARGET AUDIENCE

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- [ ] Parents
- [ ] School Staff

SITE

- [x] Classroom(s)
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SUCCESS INDICATORS

- [x] Achievement changes
- [ ] Attitude changes
- [ ] Participation changes
- [ ] Other changes

Typing IA

This semester program was developed to introduce the basic keyboard techniques to students. By the end of the semester, students will demonstrate the ability to type at a minimum speed of 17 words per minute (wpm), and will be able to complete timed exercises of 1 minute, 2 minutes and 3 minutes in length. The types of production work include personal business letters, outlines, simple reports, reports with footnotes, horizontal and vertical centering, and tables.

There were three main objectives considered when developing this program. First, the district had implemented a computer awareness and literacy program and with the early introduction of the basic keyboard on the computer care was needed for students to develop proper typing/keyboard techniques. Second, introduction of basic typing in earlier grades has allowed expansion of high school programs. Third, providing typing at the junior high level allows college-bound students to develop typing skills earlier.

The textbook used is the same one used by the local high school. This difference in teaching typing at the junior high school level is based on the maturity level of the students. Pre-adolescent students will often attempt to take the easy way out and must be convinced that the "hunt and peck" method is inferior to what is being presented. Younger pupils also have a tendency to be bored more quickly. Overall, this program modifies traditional typing programs to the needs of junior high school pupils. It has been in use for 6 years.

Contact: Linda Jacobson
Crane Junior High school
4480 West 32nd Street
Yuma, AZ 85364
726-0553

DEER VALLEY UNIFIED SCHOOL DISTRICT
PHOENIX, ARIZONA

TYPE OF PROGRAM

- ☐ Instructional
- ☐ Curricular
- ☐ Administrative
- ☉ Management

LEVEL

- ☐ Pre-school
- ☐ K-3
- ☐ 4-6
- ☐ 7-9
- ☐ 10-12
- ☉ Adults
- ☐ K-12

TARGET AUDIENCE

- ☐ Students
- ☉ Teachers
- ☉ Administrators
- ☉ Parents
- ☐ School Staff

SITE

- ☐ Classroom(s)
- ☐ School
- ☉ District
- ☉ Community

SUCCESS INDICATORS

- ☐ Achievement changes
- ☐ Attitude changes
- ☉ Participation changes
- ☐ Other changes

Parent Volunteer Program

In order to get time for faculty meetings, every other Friday morning, six parent volunteers cover duty areas and telephones for 25 minutes while the faculty/staff have an informal coffee. Afterward, the principal meets with the parents to answer any questions they may have.

Contact: Janet K. Altersitz, Principal
Desert Sky Junior High School
5130 West Grovers Avenue
Glendale, AZ 85308
843-5523

DYSART UNIFIED SCHOOL DISTRICT
PEORIA, ARIZONA

TYPE OF PROGRAM

- [x] Instructional
- [x] Curricular
- [ ] Administrative
- [ ] Management

LEVEL

- [ ] Pre-school
- [x] K-3
- [ ] 4-6
- [ ] 7-9
- [ ] 10-12
- [ ] Adults
- [ ] K-12

TARGET AUDIENCE

- [x] Students
- [ ] Teachers
- [ ] Administrators
- [ ] Parents
- [ ] School Staff

SITE

- [x] Classroom(s)
- [ ] School
- [ ] District
- [ ] Community

SUCCESS INDICATORS

- [x] Achievement changes
- [x] Attitude changes
- [x] Participation changes
- [ ] Other changes

Earth/Science Program

The Youth Education Program was established 17 years ago by the Sun City-Youngtown Kiwanis Club. It started with a rock and mineral program and has branched out to include plants and universe, energy with all its ramifications, health and the human body, computer science and the story of dinosaurs.

These courses are divided into 45-minute classes for the three classes of third graders, for periods of eight or nine weeks on each subject, from September through May.

Most volunteers are former teachers and administrators at all levels of education from elementary to university institutions, while others teach from practical experience or perhaps pick up the teaching from their zeal to work with younger children.

Over the years, many members of Sun City-Youngtown Kiwanis Club have taken part in this activity—some for a few weeks and others for more than ten years.

Our Surprise School program was featured in the November 1985 *Kiwanis Club Magazine* with a comprehensive report and photographs (this is a national magazine with worldwide readership). In addition, the program has been the subject of numerous articles in Phoenix newspapers, as well as local Sun City papers.

NOTE: This year the program is being taught by teachers rather than volunteers.

Contact: Fernando De La Ossa
Surprise Elementary School
12907 West Greenway
Peoria, AZ 85345
974-3686

FLAGSTAFF UNIFIED SCHOOL DISTRICT
FLAGSTAFF, ARIZONA

TYPE OF PROGRAM

- [x] Instructional
- [ ] Curricular
- [ ] Administrative
- [ ] Management

LEVEL

- [ ] Pre-school
- [x] K-3
- [x] 4-6
- [ ] 7-9
- [ ] 10-12
- [ ] Adults
- [ ] K-12

TARGET AUDIENCE

- [x] Students
- [ ] Teachers
- [ ] Administrators
- [ ] Parents
- [ ] School Staff

SITE

- [ ] Classroom(s)
- [ ] School
- [x] District
- [ ] Community

SUCCESS INDICATORS

- [x] Achievement changes
- [x] Attitude changes
- [x] Participation changes
- [ ] Other changes

Elementary School Permanent Art Collection

During the school year, each elementary school's art teacher collects two-dimensional art from students that is thought to reflect a young student's enjoyment of art, hard work, motivation and artistic ability. A committee of art and classroom teachers and the principal at each elementary school meets the last month of school, views the collected art and makes a decision on ONE piece of student art. This piece of student art will become a part of that elementary school's permanent art collection and will be displayed in the main entrance of the elementary school, along with student art selected from previous years.

After the selection is made, the art teacher contacts the student's parents and explains the purpose of the permanent art collection and the honor it is to have their child's art chosen by the committee for this collection. The art teacher asks the parents to sign a districtwide permission slip releasing this art to the Flagstaff Public Schools for its elementary permanent art collection. By having parental permission granted, the school has alleviated the possibility of having a parent wanting the student art back after the district has gone to the expense of getting it framed.

Signed permission slips are collected and kept on permanent file. The art coordinator gathers all pieces of student art from all elementary schools. Over the summer, the art coordinator has the student art framed by local merchants. Framing is done in a uniform manner, under glass in aluminum frames with off-white mats. Each year the same framing job is done, thus lending a feeling of continuity to exhibits.

Although the permanent collection represents a variety of art media taught in our curriculum, it does not presently represent any three-dimensional work. The space that would be required to display sculptural or ceramic pieces is very limited in our schools.

Contact: Ray Haugen
Flagstaff District Administrative Center
3285 East Sparrow Avenue
Flagstaff, AZ 86004
527-6021

FLAGSTAFF UNIFIED SCHOOL DISTRICT
FLAGSTAFF, ARIZONA

TYPE OF PROGRAM

- [x] Instructional
- [ ] Curricular
- [ ] Administrative
- [ ] Management

LEVEL

- [ ] Pre-school
- [ ] K-3
- [ ] 4-6
- [ ] 7-9
- [x] 10-12
- [ ] Adults
- [ ] K-12

TARGET AUDIENCE

- [x] Students
- [ ] Teachers
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- [ ] Parents
- [ ] School Staff

SITE

- [x] Classroom(s)
- [ ] School
- [ ] District
- [ ] Community

SUCCESS INDICATORS

- [x] Achievement changes
- [x] Attitude changes
- [ ] Participation changes
- [ ] Other changes

Flagstaff Unified School District Peer Counselor Program

The Peer Counseling Program trains high school juniors and seniors in communication skills, problem-solving techniques and group networking. The program has been used for five years and Peer Counselors work with students at the high school, junior high and elementary levels. The training program has been developed into two books offered by Educational Media Corporation, Box 21311, Minneapolis, Minnesota 55421: "Friends Helping Friends: A Manual for Peer Counselors" and "Leading a Friends Helping Friends Peer Program."

The Peer Counselor Program consists of the following components:

TRAINING:

Helper Development
- Being Your Own Best Friend
- Selfishness
- Responsibility
- Feelings
- Accepting Without Question the Faces People Wear
- Seeing "Problems" as Problems
- Excellence Without Practice
- Advice-Giving
- Needing to Always Make the "Right" Decisions
- Trying
- Be Healthy
- Intuition
- Projection
- Fear
- Unconditional Love

Skills Development
- Attending
- Empathy
- Clarifying/Questioning
- Assertiveness
- Confrontation
- Problem-Solving

Topic Development
- Suicide Prevention and Intervention
- Alcoholism
- Children of Alcoholics
- Grief
- Rape
- Families
- Divorce
- Stepfamilies
- Eating Disorders
- Teen Pregnancy
- AIDS
- Family Violence

PROGRAMS: New Student Buddy Program, Individual Referrals, Support Group Program and "Special Friend" Program.
SPECIAL PLACEMENT PROGRAM: JHS/HS Emotionally Handicapped Program.
CLASSROOM PRESENTATIONS: Sixth Grade Transition-to-the-Junior High Program, Fourth Grade Substance Abuse Prevention Program.

Contact: Carol Painter
Flagstaff Unified School District
400 West Elm
Flagstaff, AZ 86001
773-8120

FLAGSTAFF UNIFIED SCHOOL DISTRICT
FLAGSTAFF, ARIZONA

TYPE OF PROGRAM

- [x] Instructional
- [ ] Curricular
- [ ] Administrative
- [ ] Management

LEVEL

- [ ] Pre-school
- [ ] K-3
- [x] 4-6
- [ ] 7-9
- [ ] 10-12
- [ ] Adults
- [ ] K-12

TARGET AUDIENCE

- [x] Students
- [ ] Teachers
- [ ] Administrators
- [ ] Parents
- [ ] School Staff

SITE

- [x] Classroom(s)
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- [x] District
- [ ] Community

SUCCESS INDICATORS

- [x] Achievement changes
- [x] Attitude changes
- [ ] Participation changes
- [ ] Other changes

Project Life

Students At Risk

During September, October and May, three or four sixth-grade classes, usually from different schools, spend a full week at Camp Colton, the District's outdoor education site. Prior to and following that week, the classroom teacher utilizes extensive units, materials, and resources included in the curriculum guide. The camp staff includes the sixth-grade teachers, who remain with their students at Camp Colton during their week to teach and supervise camp activities. Eight additional teachers assist in teaching and directing evening activities. A project staff remains at the camp for the duration of the project.

The curriculum was written by teachers who have participated in Project Life activities and who have used these activities with the regular curriculum as a means of teaching and reinforcing concepts in science, mathematics, reading, language arts, and citizenship. Four major areas of study are emphasized: (1) history/geology activities, including discussion of the Mogollon Rim, lava caves, natural springs, and volcanoes; (2) ecology activities, including units on life zones, wood studies, wildlife, and energy; (3) survival activities, including use of maps and compass and orienting for survival; and (4) recreational activities, including cross-country skiing, orienteering as recreation and overnight camping.

This program has been used successfully for 16 years.

Contact: Dr. Ray Haugen
Flagstaff Unified School District
3285 East Sparrow Avenue
Flagstaff, AZ 86004
527-6021

FLAGSTAFF UNIFIED SCHOOL DISTRICT
FLAGSTAFF, ARIZONA

TYPE OF PROGRAM

- [x] Instructional
- [ ] Curricular
- [ ] Administrative
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LEVEL

- [ ] Pre-school
- [x] K-3
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- [x] 7-9
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TARGET AUDIENCE

- [x] Students
- [ ] Teachers
- [ ] Administrators
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- [ ] School Staff

SITE

- [x] Classroom(s)
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SUCCESS INDICATORS

- [x] Achievement changes
- [ ] Attitude changes
- [ ] Participation changes
- [ ] Other changes

Remedial Language Arts Program

Students At Risk

Flagstaff's eclectic pull-out program is taught by certified reading specialists using a wide variety of instructional approaches according to the student's individual needs and the teacher's strengths and philosophy. A three-step screening process culminating with an individual diagnostic battery identifies the students with the greatest need. Students receive 30 to 50 minutes per day of reading instruction in groups of six to fifteen, depending on grade level. Particular emphasis is placed on student self-esteem and motivation as components of better achievement. Other important themes are coordination with classroom teachers, parent contact, and a strong in-service program with much sharing among staff. The use of quality literature and the writing process are integrated into the language arts instructional program.

Contact: Carmen Johnson
Flagstaff Unified School District
3285 East Sparrow Avenue
Flagstaff, AZ 86004
527-6151

FLAGSTAFF UNIFIED SCHOOL DISTRICT
FLAGSTAFF, ARIZONA

TYPE OF PROGRAM

- [x] Instructional
- [ ] Curricular
- [ ] Administrative
- [ ] Management

LEVEL

- [ ] Pre-school
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SITE

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SUCCESS INDICATORS

- [ ] Achievement changes
- [ ] Attitude changes
- [x] Participation changes
- [ ] Other changes

Social Health (Sex Education) Program

Parent Involvement

This program has been in use for 23 years in our district. Structured curriculum content for target grade levels (6, 9, and 11) focuses on the physiological changes occurring at that age. Personal and social responsibility relative to sexual behavior is stressed at each of the levels. Strict compliance with district and state regulations is coordinated by a citizens' advisory committee and all program aspects are approved by the Governing Board. Parental permission is necessary. Students are instructed in many areas of sex education pertinent to age level. Boys and girls have separate classes in sixth grade but are taught coed in ninth and eleventh grades.

The sixth-grade program consists of five sessions of 60 to 90 minutes each. The curriculum focuses on the physiological changes occurring at this age and establishes correct, mature vocabulary about the body and its functions appropriate to these students in discussion of sexuality. Students are excused from their regular classroom for these classes, with nonparticipating students in alternative activities.

The ninth-grade program consists of ten sessions of one hour each. The curriculum includes three major units: human reproductive anatomy and physiology, disease and other factors related to human reproduction, and dating patterns and social development. Students are scheduled out of their required ninth-grade health class, with nonparticipating students in alternative activities.

The eleventh-grade program consists of five sessions of one hour each. The curriculum includes three major units: marriage and family, family planning, and childbearing. Students are scheduled out of their required eleventh-grade classes.

Complete curriculum guides for all levels are available to other school districts for their examination.

Contact: Dr. Ray Haugen
Flagstaff Unified School District
3285 East Sparrow Avenue
Flagstaff, AZ 86004
527-6021

FLAGSTAFF UNIFIED SCHOOL DISTRICT
FLAGSTAFF, ARIZONA

TYPE OF PROGRAM

- [x] Instructional
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TARGET AUDIENCE

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- [x] Achievement changes
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- [ ] Other changes

Teaching Language Through Sign

Students At Risk

This program has been used for eight years to increase communication between the hearing-impaired students and the hearing students in the elementary school where the classroom for hearing-impaired is located. These hearing handicapped children had been socially and emotionally isolated from the other students due to language barriers. Interested sixth-grade students learned the basics of conversational sign language and produced a signing-to-music program done in sign language for presentation at the end of the year. They attended mini-classes, held the last 25 minutes of the lunch period four to five times a week, to become proficient in signing. The signing students work with the classes or in cluster groups as necessary. The program has been taken to other schools with success; "on the road" activity being the culmination and reward for the group.

Many parents have made positive comments about the program even three or four years after their child had participated.

Contact: Patricia Roach/Kevin Brown
Sechrist School
2230 North Fort Valley Road
Flagstaff, AZ 86001
779-6464

FLOWING WELLS UNIFIED SCHOOL DISTRICT
TUCSON, ARIZONA

TYPE OF PROGRAM

- [x] Instructional
- [x] Curricular
- [ ] Administrative
- [ ] Management

LEVEL

- [ ] Pre-school
- [x] K-3
- [x] 4-6
- [ ] 7-9
- [ ] 10-12
- [ ] Adults
- [ ] K-12

TARGET AUDIENCE

- [x] Students
- [ ] Teachers
- [ ] Administrators
- [ ] Parents
- [ ] School Staff

SITE

- [x] Classroom(s)
- [ ] School
- [ ] District
- [x] Community

SUCCESS INDICATORS

- [x] Achievement changes
- [x] Attitude changes
- [x] Participation changes
- [ ] Other changes

Bon Appetit Elementary Economics Project

Students in the third through sixth grades participated in this economics project which has been used for five years. The first segment consisted of basic concepts in supply/demand, consumer/producer, profit/loss, job specialization, surplus/shortages, and cost.

In the second segment the students organized and operated a restaurant. Students learned how to use the Yellow Pages telephone directory to list numbers and types of restaurants. They learned how to shop and compare prices. Various film strips were used to help teach the concepts of economics.

Students filled out applicatons for employment in the restaurant and made work schedules for the operation of the restaurant. The restaurant opening was held in conjunction with the school carnival. At the completion of the activity the students evaluated the project.

Contact: Vicki Shannon/Cleo Scheyli
Richardson Elementary School
6901 North El Camino De La Tierra
Tucson, AZ 85741
887-1100, ext. 373

FLOWING WELLS UNIFIED SCHOOL DISTRICT
TUCSON, ARIZONA

TYPE OF PROGRAM

- [x] Instructional
- [ ] Curricular
- [ ] Administrative
- [ ] Management

LEVEL

- [ ] Pre-school
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- [x] 4-6
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- [ ] Adults
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SITE

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SUCCESS INDICATORS

- [x] Achievement changes
- [x] Attitude changes
- [x] Participation changes
- [ ] Other changes

Laguna Miler's Club

The program was designed to provide a structured program for students/ teachers during recess and lunch periods on a voluntary basis. Students/ teachers may walk, jog or run around the track. Participants receive credit for each lap completed; a folder is provided for each teacher to record the progress of their class. At the end of the year, students/teachers receive certificates, buttons, t-shirts and jackets according to the schedule for miles completed.

This is the sixth year the program has been in use. Over 45,000 miles were completed during the last five years. Kindergarten classes did not participate due to their short day.

Contact: Susan Heinrich
Laguna School
5001 North Shannon Road
Tucson, AZ 85705
887-1100, Ext. 361

FLOWING WELLS UNIFIED SCHOOL DISTRICT
TUCSON, ARIZONA

TYPE OF PROGRAM

- [x] Instructional
- [x] Curricular
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LEVEL

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- [ ] Adults
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SUCCESS INDICATORS

- [x] Achievement changes
- [x] Attitude changes
- [x] Participation changes
- [ ] Other changes

Project Inscape

Students At Risk

An alternative education program for students who are unable to function satisfactorily in the regular school setting. A basic curriculum in study areas leading to graduation or fulfillment of graduation requirements is offered for participating students. Counseling services of the individual and group therapy type are included for all students. Participating students receive diagnostic testing, individualized instruction, creative activities opportunities, and rewards for good performance and behavior. The major premise is aiding the troubled student to complete high school in a separate environment from the regular high school.

Project Inscape uses group therapy, using a variety of counseling theories. Individual counseling on a daily or weekly basis is also implemented. Each classroom situation is individualized for the child, and behavioral structure is provided to reward good performance and proper behavior. Small group, family-like atmosphere is provided by having 20 to 25 students comprise the total progam. Students care for the maintenance and upkeep of the school facilities. It is extremely valuable to have this program located away from other campuses. Facilities need not be elaborate. Academic programs are designed for each student after diagnostic testing and examination of records.

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Flowing Wells Unified School District
1556 West Prince Road
Tucson, AZ 85705
887-1100, ext. 380

FLOWING WELLS UNIFIED SCHOOL DISTRICT
TUCSON, ARIZONA

TYPE OF PROGRAM

- ☐ Instructional
- ☐ Curricular
- ☑ Administrative
- ☑ Management

LEVEL

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SUCCESS INDICATORS

- ☑ Achievement changes
- ☑ Attitude changes
- ☐ Participation changes
- ☐ Other changes

Richardson School Volunteer Program

Parent Involvement

The program was developed to tap the resources of the community and provide teaching staff with additional support. The school conducted a needs assessment of the school staff. Recruitment forms were sent home with each student. The forms were integrated to match the need with a volunteer. An orientation was given to each volunteer. At the end of the school year, a banquet was held for the volunteers. Recognition is provided for all participants and special awards are given for hours contributed. The volunteer program has been in use for six years.

Contact: Renate Krompsky, Principal
Richardson Elementary School
6901 North Camino De La Tierra
Tucson, AZ 85741
887-1100, ext. 373

GILBERT UNIFIED SCHOOL DISTRICT
GILBERT, ARIZONA

TYPE OF PROGRAM

- [x] Instructional
- [x] Curricular
- [ ] Administrative
- [ ] Management

LEVEL

- [ ] Pre-school
- [x] K-3
- [x] 4-6
- [x] 7-9
- [ ] 10-12
- [ ] Adults
- [ ] K-12

TARGET AUDIENCE

- [x] Students
- [ ] Teachers
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- [x] Parents
- [ ] School Staff

SITE

- [x] Classroom(s)
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- [ ] Community

SUCCESS INDICATORS

- [x] Achievement changes
- [x] Attitude changes
- [x] Participation changes
- [ ] Other changes

PACE Program (Personally Accelerated Computerized Education)

Students At Risk

This program was designed for academically disadvantaged high school students who have either dropped out of school or are enrolled but experiencing substantial academic difficulties, or are establishing patterns of academic, attendance, and behavior divergencies. Prospective candidates are referred to the PACE teacher by other teachers, counselors, administrators, classified staff or parents. Home support systems are established with students and parents who then sign contractual agreements. The student is extensively pretested to determine entry-level skills so that an individual IEP, designed to move the student progressively toward high school graduation, can be developed.

Any community can implement this program for one or more high schools as long as the on-site PACE class selection committee maintains the right to unanimous approval of all candidates. With minor modification the program could be applied to the junior high school setting, while further modification could provide an ideal opportunity for early diagnosis intervention of academic problems in the elementary grades. A minimum of two hours daily on computers is recommended for elementary grades and three hours for grades six through eight.

Teaching methods include highly individualized instruction in a semi-self-contained classroom. Daily or weekly assignment sheets based upon IEPs are produced for a maximum of 20 students per class. Computer systems instruction forms the basis for individualization. Group work and discussions also are conducted to develop, maintain, and improve the cognitive skills of students.

PACE students are selected from among three types of students: physical dropouts, psychological dropouts, and "copers"—those students sincerely trying to cope with their academic work but lacking essential skills for success. After eligibility is determined, the PACE teacher, the student and the school counseling department, with parental input, plan the student's semester schedule based upon individual needs of the student, depending upon a minimum of three classes daily in PACE.

This program has been used successfully for eight years and is presently being considered for inclusion in a forthcoming book.

Contact: Jim Chavez
Gilbert High School
P. O. Drawer 1
Gilbert, AZ 85234
892-0545

GLENDALE ELEMENTARY SCHOOL DISTRICT
GLENDALE, ARIZONA

TYPE OF PROGRAM

- [x] Instructional
- [ ] Curricular
- [ ] Administrative
- [ ] Management

LEVEL

- [ ] Pre-school
- [x] K-3
- [x] 4-6
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SUCCESS INDICATORS

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Chapter I BYTE (Better Youth Through Education) Computer-Assisted Labs

Students At Risk
Literacy

The purpose of the program is to improve reading performance, increase math skills, and improve language/grammar skills for educationally disadvantaged students in the district. The program uses a microcomputer network system to deliver individualized education program curricula to the students. The students selected to participate had been underachievers for one year or more. The system developed allowed for a plan for each student and a report on the students as well as a class report. The system makes it possible for one teacher to handle many students.

Students are pre-and post-tested using the ITBS Test. Progress is measured with standard achievement units. All students in the program showed gains that were attributed to the program. These gains indicate that the program was effective and did increase the reading/math ability of Chapter I students more than the projected normal reading growth. The individualization of instruction, the low pupil to adult ratios, and the diagnostic efforts are strong contributing factors to the project's success.

In addition to the microcomputer lab located at Landmark School, computer labs were opened at Imes, Burton, Mensendick and Sine schools. This program has been in use for eight years and is now used as a national model, with nearly 300 school districts across the country using our program. Results are good—90 percent of the students are succeeding with the help of computer-aided instruction.

Brochure available on request.

Contact: Dr. Austin Mathis
Glendale Elementary District
Administration Annex
5734 West Glendale Avenue
Glendale, AZ 85301
842-8100

GLENDALE ELEMENTARY SCHOOL DISTRICT
GLENDALE, ARIZONA

TYPE OF PROGRAM

- ☐ Instructional
- ☐ Curricular
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SUCCESS INDICATORS

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- ☑ Attitude changes
- ☑ Participation changes
- ☐ Other changes

Music In Our Schools Week

The purpose is to have students in regular music classes and special musical groups perform for parents and the public for a greater understanding and appreciation of the purpose and effect of music education. In September, a local mall is contacted to secure a date. Each music teacher is contacted to see if he or she is interested in participating in the event. The interested teachers are contacted to see what day and time, and what group will perform. A schedule is developed and sent to each teacher. The district prints invitations which the students distribute, inviting the community to attend the classes and giving the schedule of the evening music performances at the mall.

This is the 12th year that we have presented this program.

Contact: E. Lowell Rogers
Glendale Elementary School District
5734 West Glendale Avenue
Glendale, AZ 85301
842-8148

GLENDALE UNION HIGH SCHOOL DISTRICT
GLENDALE, ARIZONA

TYPE OF PROGRAM

- [x] Instructional
- [x] Curricular
- [ ] Administrative
- [ ] Management

LEVEL

- [ ] Pre-school
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SUCCESS INDICATORS

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Cortez Foreign Language Program

Teachers are using computers to reorganize material along basic and advanced outcome objectives and for computerized interim reports. Two levels of French and four of Spanish are offered. TPR (Total Physical Response) is a strategy used at all levels as well as listening comprehension tests developed for the Spanish texts. Video cassettes are used at the appropriate levels for enhancing listening comprehension, vocabulary, grammar, writing and culture. Various student language clubs are available.

At each level, the goal is to teach/learn a language for practical communication. A sense of humanity is enhanced through insight into thought processes and social institutions of others. Information for career opportunity is provided.

Some activities critical for the initial level of success in a foreign language include a journal, reports and poetry awareness. Special interest reports are written in English on such topics as history, government, geography, art, music, people, traditions, etc. Also, learners research a travelog to present it orally in English. Another activity is for students to become aware of poetry in a second language by being exposed to couplets, romances and proverbs in foreign languages. At level two, special reports are continued and learners are expected to recite traditional culture, sonnets and folk songs in foreign languages. A journal also is kept. At the highest level, students continue to learn oral language and written language. The learner is encouraged to read from foreign magazines and to write a 200-word summary. Preparation of an hour-long radio program about school, young people's thoughts, weather, commercials and music is included. One of these programs has been aired on a public radio station.

Success of the foreign language program can be attributed to the teacher's commitment to interest learners through curricular and extracurricular activities. Foreign language enrollments have increased under this program.

Contact: Robert Briggerman
Cortez High School
8828 North 31st Avenue
Phoenix, AZ 85051
589-1500

GLENDALE UNION HIGH SCHOOL DISTRICT
GLENDALE, ARIZONA

TYPE OF PROGRAM

- [x] Instructional
- [ ] Curricular
- [ ] Administrative
- [ ] Management

LEVEL

- [ ] Pre-school
- [ ] K-3
- [ ] 4-6
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SUCCESS INDICATORS

- [x] Achievement changes
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- [ ] Other changes

Data Processing and Business Machines

Students enrolled in this program learn skills for the Information Age. They learn the concepts and vocabulary that will be needed for jobs in the 21st century. On the microcomputer, students work with word processing, spreadsheet, data base and business graphics software. Small business machines and computer projects are incorporated into the course. These projects include machine transcription, electronic calculator, data entry and desktop publishing.

Data Processing and Business Machines is a one-year vocational course for sophomores, juniors and seniors. The class meets daily for 55 minutes. Course objectives are evaluated using competency tests developed as part of the State Vocational Program Evaluation Standards for Data Processing.

This program has been used successfully for nine years.

Contact: Larry Wolfrum
Sunnyslope High School
35 West Dunlap Avenue
Phoenix, AZ 85021
861-8560

KINGMAN UNIFIED SCHOOL DISTRICT
KINGMAN, ARIZONA

TYPE OF PROGRAM

- [x] Instructional
- [ ] Curricular
- [ ] Administrative
- [ ] Management

LEVEL

- [ ] Pre-school
- [ ] K-3
- [ ] 4-6
- [ ] 7-9
- [ ] 10-12
- [ ] Adults
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TARGET AUDIENCE

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SITE

- [ ] Classroom(s)
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SUCCESS INDICATORS

- [ ] Achievement changes
- [x] Attitude changes
- [x] Participation changes
- [ ] Other changes

Palo Christi Outdoor Classroom

The purpose of the program, which has been in use since 1973, is to meet the environmental education needs of the community and to enable teachers to integrate environmental awareness into all aspects of education.

Any land can be developed into a nature trail and with special permits Arizona native plants can be acquired to add variety. Protection from vandalism is required. Labor to develop the Palo Christi Nature Trails came from teachers and students; materials were donated by community resources. Workshops on how to use the trail are given for teachers. Fourth, fifth and sixth grade student volunteers are trained as guides.

Currently there are eight trails: two that focus on flora, fauna, and a pond; one for Indian pictographs, petroglyphs, food, cliff dwelling; a geology trail featuring major rocks and minerals in the county and other special features; a wild foods trail featuring edible plants; a Turkey Trail which describes Thanksgiving past and present; a Write Trail which encourages fifth- and sixth-graders to use creative writing skills; and a special sidewalk trail for those who for some reason cannot take the nature trails.

Instructional units have been developed to provide in-depth background information related to the purpose of each trail. At present, we are preparing to stock the pond with pupfish, a small and endangered native species, to be bred and released back to the wild. In addition, we have a 20-foot replica of an 1860 paddlewheel boat and a 1928 classroom, fully equipped.

Contact: Sharon Hackley
Palo Christi Elementary School
500 Maple Street
Kingman, AZ 86401
753-2472

LAKE HAVASU UNIFIED SCHOOL DISTRICT
LAKE HAVASU CITY, ARIZONA

TYPE OF PROGRAM

- [x] Instructional
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- [ ] Administrative
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LEVEL

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Computer Programming

The program is a one-semester course offered for one-half credit. It is essentially a business problem-solving course. The course covers computer systems, flowcharting, the BASIC language, solving problems in pure and applied mathematics by writing and running programs, discovering and analyzing computer limitations and researching computer-related fields. Although there is some lecture and discussion, the majority of time is "hands-on" with the computers.

The program was developed in order to expose students to microcomputers and their applications. Students need to gain computer literacy as computers are more extensively used in the home and at work.

For successful implementation of the program, ten microcomputers including Apple, IBM and Tandy, with printers and disc drives are needed. A decision was made for geometry as a prerequisite for the program because it was felt that students need some physical, mental and mathematical maturation before effectively working with computers. The program is basically a problem-solving math course. The program strongly suggests that there be a computer to student ratio of no less than one to three, that the number of students per period not exceed 20. It is the program's finding that these constraints lead to the best results.

Success of the program was determined by pretest achievement as specified in the performance objectives in the beginning of the program. Students had little experience in the operation of the microcomputer or programming skills. At the end of the program, most students showed expertise with both mechanical operation of the computers and programming skills. Evaluation is ongoing.

Contact: Roy Beikman
Lake Havasu High School
2675 Palo Verde Boulevard
Lake Havasu City, AZ 86403
855-4011

LAKE HAVASU UNIFIED SCHOOL DISTRICT
LAKE HAVASU CITY, ARIZONA

TYPE OF PROGRAM

- [x] Instructional
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Oro Grande Homestudy Program

Parent Involvement

The program is a study plan whereby the students agree to study academically related tasks for a specific period of time for a specific number of days each week.

All students within grades one to six are eligible to participate voluntarily in the program. The program began in September 1984 with four students. By May 1985, 45 students were participating and in May 1987, 102 students submitted documentation of completing the program.

Evidence was collected each month in the form of a special Homestudy calendar which was returned signed by a parent. Area studied each evening is indicated on the calendar. Since each calendar must have a parent signature on it before a reward is given to the student, we feel the results are valid.

We kept track of the frequency of calendars turned in over a two-year period. A list of students was compiled each month indicating which students participated in the program. At the end of the year, yearly statistics were studied indicating whether increased participation had occurred. Participation in Homestudy has increased steadily since 1984. Our average rate of participation is 44 percent with a high of 50 percent occurring last year.

We feel the program has been successful. Through discussions with staff members, parents, and counselors, it has been indicated that the students at Oro Grande Elementary have improved their study skills by following the program. Also, upon discussing study habits of former students who are now at the junior high level with the junior high counselor it was found that Oro Grande students show above-average study habits.

Contact: Dr. Jack F. Crews
Oro Grande Elementary School
1250 Pawnee Drive
Lake Havasu, AZ 86403
855-3000

LITCHFIELD ELEMENTARY SCHOOL DISTRICT
LITCHFIELD PARK, ARIZONA

TYPE OF PROGRAM

- [x] Instructional
- [ ] Curricular
- [ ] Administrative
- [ ] Management

LEVEL

- [ ] Pre-school
- [x] K-3
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SUCCESS INDICATORS

- [x] Achievement changes
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- [ ] Other changes

Basic Skills Lab

Students At Risk

This basic skills program was developed to meet the needs of students requiring remedial instruction in Math and Reading.

Eligibility for the program is determined by ITBS scores. Those students six months to one year below grade level are tested with the Gates MacGinitie Reading test and the WRAT Math test. Those students scoring 40 percent or lower on these tests are then eligible for the Basic Skills program. Classroom teacher referrals are also accepted and students are administered the Gates MacGinitie and WRAT. Once enrolled, diagnostic profile workups based on the District Scope and Sequence Inventory test are formulated. Instruction is given in those skill areas that have not met a mastery level of 75 percent or more. Students receive small group instruction with teacher-directed activities and one-to-one instruction. They utilize Skills Development kits and materials to increase comprehension and vocabulary. Students also use multi-media such as controlled Reader, Tach X and cassette tapes to improve word recognition, eye span control and auditory discrimination. Classes are scheduled for 30- and 40-minute time periods.

Contact: Dr. Ace T. Faust, Principal
Litchfield Elementary
553 Plaza Circle, Suite A
Litchfield Park, AZ 85340
935-2631

LITCHFIELD ELEMENTARY SCHOOL DISTRICT
LITCHFIELD PARK, ARIZONA

TYPE OF PROGRAM

- [x] Instructional
- [x] Curricular
- [ ] Administrative
- [ ] Management

LEVEL

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TARGET AUDIENCE

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SUCCESS INDICATORS

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Carousel of Creativity

Parent Involvement

The purpose of this program is to have parents and community observe the creativity and talents of students in the entire school. A special night is set for the event. The teachers save class projects all year. The school's media specialist coordinates the space assignment. All displays are set up two to three days before the event so that all the classes can see the displays. The PTA holds a fund-raising dinner and also sells ice cream sundaes. This enables the families to eat together before enjoying the program.

This program has been used successfully for 11 years.

Contact: Linda Sater, Media Specialist
Litchfield Elementary School
553 Plaza Circle, Suite A
Litchfiedl Park, AZ 85340
257-3004

LITCHFIELD ELEMENTARY SCHOOL DISTRICT
LITCHFIELD PARK, ARIZONA

TYPE OF PROGRAM

- [x] Instructional
- [x] Curricular
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- [ ] Management

LEVEL

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SUCCESS INDICATORS

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Fiesta Creador

Parent Involvement

The purpose of this program is to have students share their accomplishments with their parents at an informal fun night. Each classroom provides a performance and/or display for the Fiesta. Some of the performances have included square dancing, choral reading, plays and singing. A dress rehearsal is held on the day of the performance so that all children can see each other perform.

This program has been in use for 11 years, during the last two years a Book Fair has been included.

Contact: Linda Sater, Media Specialist
Scott L. Libby Elementary School
553 Plaza Circle, Suite A
Litchfield Park, AZ 85340
853-9536

MARANA UNIFIED SCHOOL DISTRICT
MARANA, ARIZONA

TYPE OF PROGRAM

- [x] Instructional
- [ ] Curricular
- [ ] Administrative
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LEVEL

- [ ] Pre-school
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SUCCESS INDICATORS

- [ ] Achievement changes
- [x] Attitude changes
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- [ ] Other changes

Peer Counseling Program

Students At Risk

The Peer Counselor Program at Marana High School consists of 10-15 students selected to perform the functions of a Peer Counselor for one class period a day. The students work under the supervision of a guidance counselor and have access to an office, phone, microcomputer and the Career Center.

Ongoing training and close supervision for Peer Counselors are critical to program success. Our student population is somewhat transient and approximately 30 percent have been identified as handicapped or disadvantaged. Some of the main responsibilities the Peer Counselors have are eighth grade orientation to high school, sixth grade panel about teenage issues, new student orientation to high school including a tour and follow-up counseling session, IVEP assessment, career exploration and assessment, and SAT preparation.

One problem we have encountered has been gaining student, faculty and administrative support for the Peer Counselor Program. Support from students has been a gradual process through word-of-mouth advertising. Faculty support has been gained through classroom presentations given by Peer Counselors and direct contact with teachers by Peer Counselors. Last year, Peer Counselors planned a successful school assembly on drug and alcohol prevention.

It is important that the Peer Counselors reflect the make-up of the student body. Our student population is primarily rural.

The initial training for Peer Counselors is usually 16-20 hours presented by a local prevention agency. The ongoing training is weekly and consists of guest speakers, agency presentations, feedback sessions with a counselor and area workshops.

We have utilized the potential of our students, trained them and guided them into serving their peers in a counseling setting. The number of student and teacher referrals has more than doubled in the last year. The number of students applying for the program has increased by approximately 40 percent in the last two years.

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or

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Marana, AZ 85653
623-8431, 682-3243

MARANA UNIFIED SCHOOL DISTRICT
MARANA, ARIZONA

TYPE OF PROGRAM

- [x] Instructional
- [ ] Curricular
- [ ] Administrative
- [ ] Management

LEVEL

- [ ] Pre-school
- [ ] K-3
- [ ] 4-6
- [ ] 7-9
- [x] 10-12
- [ ] Adults
- [ ] K-12

TARGET AUDIENCE

- [x] Students
- [ ] Teachers
- [ ] Administrators
- [ ] Parents
- [ ] School Staff

SITE

- [x] Classroom(s)
- [ ] School
- [ ] District
- [ ] Community

SUCCESS INDICATORS

- [x] Achievement changes
- [ ] Attitude changes
- [ ] Participation changes
- [ ] Other changes

Word Processing Concepts

This course is designed to provide a basic understanding of word processing, with emphasis on concepts, terminology, written/oral communication, typing/ proofreading/editing and transcription skills. Students gain experience using the microcomputer, dedicated word processor, electronic typewriter and transcription equipment. Enrollment is limited to students having a C or better in Keyboarding 1-2.

Students complete one unit every nine weeks of the grading period. A unit consists of machine documentation and teacher-developed handouts and assignments. Students are scheduled on a rotating basis so equal time is spent by all students on the machines. Students are trained on six types of equipment during the year. Demonstrations are given to the class as a whole or by students teaching students. The program's success is based on graduates who have entered word processing positions in the Tucson area and others who have decided to pursue higher education and study word processing. One unanticipated result of this program is that the school district has gained from the training of these students who have stored and revised district documents through their on-the-job training program. This program has been in use for nine years.

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MESA UNIFIED SCHOOL DISTRICT
MESA, ARIZONA

TYPE OF PROGRAM

- [x] Instructional
- [ ] Curricular
- [ ] Administrative
- [x] Management

LEVEL

- [ ] Pre-school
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SUCCESS INDICATORS

- [x] Achievement changes
- [ ] Attitude changes
- [ ] Participation changes
- [ ] Other changes

COMP (Conceptually Oriented Mathematics Program)

Students At Risk

The Conceptually Oriented Mathematics Program (COMP) is a management system that provides a list of sequential skills to be mastered in the basic skills area of mathematics. It is designed to meet individual needs through small-group instruction.

Students are tested to determine their individual strengths and weaknesses and are grouped accordingly. The program provides continuous progress through the use of materials organized into 25 instructional levels. Eight broad areas are developed for mastery in these 25 levels. Each level has been broken into two or more steps. (Step Z in each level provides additional materials for the highly motivated student.)

The program utilizes cooperative planning and teaching. The ideal instructional situation is one in which each teacher has no more than two instructional groups. It is the intent of the program to encourage teachers to be creative in their teaching and to adapt the program to the learning styles of their students. One day of training prior to and after implementation is required.

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969-4880

MESA UNIFIED SCHOOL DISTRICT
MESA, ARIZONA

TYPE OF PROGRAM

- [x] Instructional
- [ ] Curricular
- [ ] Administrative
- [ ] Management

LEVEL

- [ ] Pre-school
- [x] K-3
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SUCCESS INDICATORS

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- [ ] Other changes

Early Risers

Students At Risk

Early Risers is a before school tutorial program that meets one to three days a week. It has been in practice for the last five years and has recently been awarded funds through the Mesa Education Foundation for materials and supplies. The goal of the program is to service small groups of first through sixth grade students who are having difficulty with math, language and primary basic skills. Volunteer teachers meet with groups of 10 to 12 children to practice math facts, parts of speech, fraction and decimal skills, and language deficiencies such as sight words and phonics skills. Classes are offered every nine weeks, and teachers refer students that may benefit from additional small group instruction on skills already taught in the classroom. Parents are supportive in that they provide transportation to school for these sessions.

Most Early Risers' activities consist of hands-on activities to help strengthen concepts. Each lesson is introduced as though the child has had no prior instruction. During the 35-minute instruction time, children are involved in guided practice and drills of the material. Each session offered lasts two to six weeks, depending on the difficulty of the lesson and the advancement of the students.

Evidence to support the effectiveness of the Early Risers Program was gathered through quarterly meetings with teachers and through a self-report attitude survey administered to all teachers of fourth through sixth grade. Since teachers are tracking students according to their needs, they should be able to determine the effectiveness of the program as it relates to specific deficient skills of the child. This provision of small group tutoring has proven effective from the referring teacher's point of view as a highly successful intervention.

Because of Mesa's Foundational Skills testing for first to third grades, Early Risers services at-risk children in this age range during the second half of the year to help them complete minimum competency requirements. These students also are referred by the classroom teacher and may not already be receiving resource or Basic Skills services.

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898-2950

MESA UNIFIED SCHOOL DISTRICT
MESA, ARIZONA

TYPE OF PROGRAM

- [x] Instructional
- [ ] Curricular
- [ ] Administrative
- [ ] Management

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- [ ] Pre-school
- [x] K-3
- [x] 4-6
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- [ ] K-12

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SITE

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SUCCESS INDICATORS

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- [ ] Participation changes
- [ ] Other changes

English As a Second Language Immersion Lab

Students At Risk

Teachers, principals or special education teachers refer monolingual or limited-English students not able to perform at grade level due to lack of knowledge of English. Children on a waiting list for the lab are serviced by ESL teachers and technicians at their respective schools. Once enrolled, students remain in the program 9-18 weeks before returning to the regular classroom. Although the primary focus is English language competency, the lab experience encompasses all subject areas. The lab is operated by one bilingual teacher and one bilingual aide. Featuring computer-managed instruction, it is a fully equipped classroom of stimulating multisensory materials and prescriptive instructional materials with an individualized skill focus.

The Mesa public school system has in recent years had an influx of monolingual Spanish and limited-English students who are not able to perform at grade level. The lab was established to give these students a basic speaking and reading vocabulary in English before they are mainstreamed into regular classrooms.

Effectiveness of the program has been measured by administering a number of tests and evidence of the success of the program is based on average gains from pretests to posttests. The major materials used include a number of English as a Second Language and language development materials. This program has been used for six years.

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898-7880

MESA UNIFIED SCHOOL DISTRICT
MESA, ARIZONA

TYPE OF PROGRAM

- [x] Instructional
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- [ ] Pre-school
- [x] K-3
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- [ ] Parents
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SUCCESS INDICATORS

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- [ ] Other changes

Smile and Solve It

Students At Risk

The program was begun in 1982 as a goal to increase the problem-solving abilities of students who have lower test scores. All students in grades 1-8 are involved in a different problem-solving activity each week. The program is based on the belief that students can be taught the various strategies designed for each level, as well as apply them to new situations. All teachers have in-service training in the concept and spend five to ten minutes each week directing and aiding the students in the activity.

All teachers are in-serviced on each skill level and shown how to use the program in their classroom. Teachers are asked to go through activities which are similar to those the students will go through. Complete black line masters and charts for each grade level are disseminated to teachers after the in-service.

The critical activity is the in-servicing of all teachers. Teachers need to have all the skills to teach problem solving by the end of the session. For implementation, teachers must find five to ten minutes each week to do the activity. Also, activities must be teacher directed, not given out as seat work or homework. Activities are designed to be used with any level student except self-contained special education students. The classroom teacher has to teach all the skills to his or her students. No selection of students was done and all students were involved. District achievement test scores seem to indicate that improved achievement was a result of the program.

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898-7876

MESA UNIFIED SCHOOL DISTRICT
MESA, ARIZONA

TYPE OF PROGRAM

- [x] Instructional
- [ ] Curricular
- [ ] Administrative
- [ ] Management

LEVEL

- [ ] Pre-school
- [ ] K-3
- [ ] 4-6
- [x] 7-9
- [x] 10-12
- [ ] Adults
- [ ] K-12

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- [ ] Parents
- [ ] School Staff

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SUCCESS INDICATORS

- [x] Achievement changes
- [x] Attitude changes
- [x] Participation changes
- [ ] Other changes

Taking Charge: MPS Re-entry Program

Students At Risk

The program was initiated in1983 as an alternative to long-term suspension of students for chemical abuse. It also helps make students aware of the psychological, physiological and social effects of chemicals. The participants chosen to participate were measured by attendance, participation and attitude. Students participated in individual and group counseling sessions with an assigned counselor. A conference was held with student, parents, administrator and assigned counselor before sessions were started.

Students currently face three alternatives for possession of drugs: (1) 18-week suspension; (2) 9-day suspension with a minimum of 8 taking charge counseling sessions; or (3) 5-day suspension with a minimum of 8 taking charge counseling sessions plus an outside evaluation.

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396-1844

MESA UNIFIED SCHOOL DISTRICT
MESA, ARIZONA

TYPE OF PROGRAM

- [x] Instructional
- [ ] Curricular
- [ ] Administrative
- [ ] Management

LEVEL

- [ ] Pre-school
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- [ ] 4-6
- [ ] 7-9
- [x] 10-12
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- [ ] K-12

TARGET AUDIENCE

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SUCCESS INDICATORS

- [x] Achievement changes
- [x] Attitude changes
- [x] Participation changes
- [ ] Other changes

Vocational Resource Support (VRS)

Students At Risk

The purpose of the VRS program is to provide an academic and emotional support system for students with special needs in their preparation for employment—especially upon leaving their home high school for one-half day to attend a vocational education program. The VRS program provides tutorial help, mini-lessons and workshops in basic skills, behavior support and vocational counseling, progress reports, and curriculum adaptations for vocational instructors. Ideally, there should be one resource person for every 60 students and the use of a wide variety of instructional materials and strategies.

The VRS program is a resouce program which students go to when they need assistance in their vocational programs. Teaching methods include small and large group instruction, indirect instruction, displays, and demonstration and lectures. Students are selected through enrollment in a special education program or by having at least a two-year deficiency on a standardized achievement test or by referral of the vocational education counselor.

Success of the program is indicated through a survey of students. It was found that the program leads to an increased number of special education students attending Vo-Tech instruction. Additionally, there has been an increase in referrals of students to VRS and in the number of workshops which VRS personnel have provided.

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MIAMI UNIFIED SCHOOL DISTRICT
MIAMI, ARIZONA

TYPE OF PROGRAM

- ☐ Instructional
- ☐ Curricular
- ☐ Administrative
- ☑ Management

LEVEL

- ☐ Pre-school
- ☐ K-3
- ☐ 4-6
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TARGET AUDIENCE

- ☑ Students
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SITE

- ☑ Classroom(s)
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SUCCESS INDICATORS

- ☐ Achievement changes
- ☑ Attitude changes
- ☑ Participation changes
- ☐ Other changes

Lee Kornegay Intramural Program

The purpose of the program is to increase team and school spirit by involving every seventh and eighth grade student in athletic competition. Other goals are to help students understand the relationship between spirit and competition, and develop an understanding of what it is like to be a member of a competitive team.

For the last six weeks of each quarter, class time is reduced two minutes to allow an extra 15 minutes at lunch. While one grade level has lunch, the other grade level engages in intramural sports. Two games are held simultaneously, so four homerooms participate daily. The competition is between homerooms. At the end of the quarter, the top four teams have playoffs to determine first through fourth place. A different sport is introduced each quarter, so there are four different competitive seasons.

Since 70-80 percent of the student body is bussed, the campus is closed so that a lunchtime activity is possible. The program has been in use for ten years.

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Drawer H
Miami, AZ 85539
425-3271

PARADISE VALLEY UNIFIED SCHOOL DISTRICT
PHOENIX, ARIZONA

TYPE OF PROGRAM

- [x] Instructional
- [ ] Curricular
- [ ] Administrative
- [ ] Management

LEVEL

- [ ] Pre-school
- [ ] K-3
- [ ] 4-6
- [x] 7-9
- [ ] 10-12
- [ ] Adults
- [ ] K-12

TARGET AUDIENCE

- [x] Students
- [x] Teachers
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- [ ] Parents
- [ ] School Staff

SITE

- [x] Classroom(s)
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- [ ] Community

SUCCESS INDICATORS

- [x] Achievement changes
- [ ] Attitude changes
- [ ] Participation changes
- [ ] Other changes

Shea Middle School Science Department

Student placement in the Science classes is random, with the exception of three advanced placement sections. Students in advanced classes are selected by teacher recommendation. Topics covered in seventh grade classes include: (1) Metric review; (2) Chemistry; (3) Physical Science; (4) Life Science; and (5) Earth Science. Eighth grade classes study: (1) Ecology; (2) Scientific Testing; (3) Human Body; and (4) Botany. The topics are taught through laboratory experiences, text assignment, projects, audiovisual presentations, lectures and other techniques. Advanced classes receive opportunities for extended study, problem solving, and have greater emphasis on abstract reasoning, creativity and imagination. Teachers involved in the program attend district-provided in-service on a variety of topics. The in-service is centered around the concept of providing students with new types of hands-on experience. For example, during the 1982-83 school year, computers were introduced into the Science Department and teachers used their in-service days to become familiar with their use.

The purpose of the program is to enhance the quest for knowledge. Science is a way of thinking and a way of creating order in the world. The curriculum includes the foundations of basic concepts to be developed at the student's learning level and the physical earth and life sciences. Activities encourage students to think and to question through the process of observing, inferring, measuring, classifying, comparing, predicting, experimenting, interpreting, and reporting.

The general approach to science instruction at Shea is in a departmentalized setting. Five teachers have six classes averaging 28 students per 46-minute period. Classes meet each school day. Teaching methods vary greatly. The hands-on approach is encouraged, with the students being directly involved with activities. Included is a topical overview of grades seven and eight. These topics are taught through lab, text, projects, audiovisual, lectures and other techniques. This program has been in use for seven years. Outcomes for grades seven and eight are available on request.

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867-2940

PARADISE VALLEY UNIFIED SCHOOL DISTRICT
PHOENIX, ARIZONA

TYPE OF PROGRAM

- ☐ Instructional
- ☐ Curricular
- ☐ Administrative
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LEVEL

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TARGET AUDIENCE

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SUCCESS INDICATORS

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- ☐ Other changes

Student Council Program

This program is applicable for any elementary student body.

Each grade three through six classroom selects two students to represent it in the Student Council. Meetings are held bimonthly, following a regular format. The Student Council elects its own officers: president, vice president, secretary and treasurer, who govern and conduct the business of the Student Council with counsel from teacher advisors. A publicity person is appointed to communicate activities and news to students, parents and community. Student Council reps seek input from their classmates as to concerns and needs for the calendar year. Suggestions from the previous Student Council are read for consideration. From this list of concerns, goals and objectives for the year are agreed upon and published by the Student Council. As new needs arise, each Student Council rep has the responsibility to communicate those concerns to the Student Council for consideration.

Since younger students, grades one and two, may be limited in communication skills and large group communications, a fourth, fifth or sixth grade Student Council rep will be assigned to those classrooms in order to communicate with the Student Council.

Teacher advisors model open communication and effective listening skills so as to teach these student leaders effective communications. Advisors teach leadership skills, the techniques involved in processing input from peers and the democratic process of setting priorities and implementing programs according to vote by a representative body. Committees are formed coincidental with goals and objectives to plan and execute the activities such as: canned food drive, pep days, yearbook, fund raising, safety committee, pat-on-the-back award committee and our student newspaper. A teacher/advisor assists each committee.

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493-6230

PAYSON UNIFIED SCHOOL DISTRICT
PAYSON, ARIZONA

TYPE OF PROGRAM

- [x] Instructional
- [ ] Curricular
- [ ] Administrative
- [ ] Management

LEVEL

- [ ] Pre-school
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Teaching American History Through Short Plays

Several grade levels benefit from this program. The juniors put the play on and fourth through sixth grade students are allowed to watch the play during their social studies classes.

Initially, the program of reenacting historical plays was designed just to be done in the classroom. We felt a number of students might enjoy history more if they were actively participating. Some of the accelerated students wanted more challenges and this was an opportunity to achieve this. There were other junior level students who were vocal in class yet may not have been high achievers. We found they also enjoyed American history plays and it had a positive effect on their overall learning experience.

During the school year there may be as many as six plays performed by the junior level students. It is a voluntary approach where students choose to participate. These short 15- to 20-minute plays were practiced during lunch hour where all participants memorized their parts and worked on props or costumes. When they were ready for presentation to the elementary school social studies classes, each play would be critiqued by me to make changes or improvements. The students produced and directed their own plays with positive direction from the teacher. After presenting their play, the students were required to answer questions and discuss their characters with the elementary level students.

The program has been used successfully for five years.

A variation can be used for American history classes, which is a Halloween party utilizing historical costumes and authentic games of a selected time period with prizes awarded for the most appropriate costumes and games.

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PHOENIX UNION HIGH SCHOOL DISTRICT
PHOENIX, ARIZONA

TYPE OF PROGRAM

- [x] Instructional
- [ ] Curricular
- [x] Administrative
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Media Search Skills Instruction

The library instruction program at Maryvale High School is carried out in connection with the English classes. It provides a carefully constructed cross-curricular four-year scope and sequence that helps students develop search strategies to show them the ways in which libraries can help them excel during high school and serve them during their entire lives. Each year, all Maryvale students learn different search strategies that allow them to explore different areas of the library, using computers, indexes, books and other sources to find information about current happenings, careers, history, literature or subjects of personal interest. To make students more self-sufficient during their searches, librarians prepare "information finders," bibliographies that list not only book titles but also useful subject headings/classification areas for the topic and methods of searching in those areas.

Critical to the success of this program is the cooperation between teachers and librarians. Toward this end, teachers and librarians work together to develop curriculum materials and share in the teaching of skills.

The entire school population is involved, beginning with exploration of geography in the freshman year to current problems in the senior year.

Researchers have not yet determined a way to separate the variable of library skills instruction from others in the school environment. It has been possible, however, to view improvement through observation of student behavior in their levels of independent library use and responsible attitude.

State-mandated standardized tests for Maryvale students show steady improvement in English scores for sophomores, juniors, and seniors during the past five years that this program has been in use.

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PHOENIX UNION HIGH SCHOOL DISTRICT
PHOENIX, ARIZONA

TYPE OF PROGRAM

- [x] Instructional
- [ ] Curricular
- [ ] Administrative
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LEVEL

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SUCCESS INDICATORS

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- [ ] Other changes

Reading Promotion

Literacy

The library actively promotes reading among all students in four major ways: selection of highly popular novels appropriate for the age group, color coding of all novels according to literary genre, readers' advisory through book talks to classes and recommendations to individual students, and distribution of annotated bibliographies to students. Activities leading to the success of the program included extensive reading by librarians to determine purchases and preparing bibliographies and book talks as well as analysis of the existing collection of novels to color-code these materials. English teachers provided support by allowing librarians to give book talks to their classes.

The entire school population is involved, beginning with book talks during freshmen orientation and carrying through the senior year of English classes.

Evidence of the program's success is based on comparison of circulation figures. Over a three-year period, book circulation from the library rose from 3.17 books per student to 8.16 per student, a 156 percent increase. Statistics show that fiction comprises 57 percent of the entire circulation during the past year as compared to 38 percent three years ago. During the same time, state-mandated standardized tests for Maryvale students showed steady improvement in English scores.

The goal of this program was to promote student reading through library reading promotion. In a three-year period, the fiction circulation per student increased 383 percent, indicating a remarkable success in the program.

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PIMA COUNTY ADULT EDUCATION
TUCSON, ARIZONA

TYPE OF PROGRAM

- [x] Instructional
- [ ] Curricular
- [ ] Administrative
- [ ] Management

LEVEL

- [ ] Pre-school
- [ ] K-3
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SUCCESS INDICATORS

- [x] Achievement changes
- [x] Attitude changes
- [x] Participation changes
- [ ] Other changes

Project RAISE (Rehabilitative Adult Independent Skills Education)

Disabled adult learners are offered life skill education in financial management, communication and language, personal health, social (work) proficiencies, and pre-vocational proficiencies. Students are referred to the program by job training supervisors, counselors, case managers, parents or guardians. The vocational supervisor, prospective employer, parent or guardian and the student work together to develop an Individual Program Plan (IPP). Students can enroll in all or part of the program, depending upon individual need. Students progress at their own pace and can repeat each training segment until competency is met. Instruction units composed of one to six adults meet two to five times weekly for thirty to sixty minutes per meeting. Two how-to manuals have been developed which include intake forms, placement criteria, student objectives, pre- and post-tests, instructional materials and teaching suggestions.

This program has been in use for nine years.

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Pima County Adult Education
Project RAISE
130 West Congress, #540
Tucson, AZ 85701
881-5520

PIMA COUNTY CENTER FOR EDUCATIONAL DEVELOPMENT
TUCSON, ARIZONA

TYPE OF PROGRAM

- [x] Instructional
- [ ] Curricular
- [ ] Administrative
- [ ] Management

LEVEL

- [ ] Pre-school
- [ ] K-3
- [ ] 4-6
- [ ] 7-9
- [ ] 10-12
- [x] Adults
- [x] K-12

TARGET AUDIENCE

- [x] Students
- [x] Teachers
- [x] Administrators
- [x] Parents
- [x] School Staff

SITE

- [x] Classroom(s)
- [x] School
- [x] District
- [x] Community

SUCCESS INDICATORS

- [x] Achievement changes
- [ ] Attitude changes
- [ ] Participation changes
- [ ] Other changes

Career Guidance

This program has been in use for 18 years and is approved by JDRP for students of all abilities in grades 4-12, teachers, administrators, counselors, and community members. This program is also available for and has been used in grades K-3.

The Center for Educational Development is an interdistrict organization that coordinates and delivers a variety of career education services to all county schools. The project has several major components: direct services to students; services to school staffs for help in planning or implementing career education activities; selection and maintenance of up-to-date career education media and materials for use by all county school staffs; coordination of community resources such as volunteer aides, speakers, and work experience/ exposure sites; conduct of parent discussion groups; and a variety of other services, such as career education implementation unit development and services to special education teachers.

The approach to career education in Pima County is often referred to as "infusion," that is, the continued demonstration of the relationships between academic subjects and particular occupations or the world of work as a whole. Infusion redirects the focus and intent of school subjects without changing subject content. For example, addition may be taught by totaling prices on restaurant checks in a simulated coffee shop instead of by adding numbers on blank paper.

Elementary level activities focus on self-awareness and an introduction to career areas. Activities in grades 7-9 focus on a wider study of careers and use of decision-making skills. Activities at the high school level are aimed at giving students exploration and uses of academic skills in various careers.

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PINAL COUNTY SPECIAL EDUCATION
CASA GRANDE, ARIZONA

TYPE OF PROGRAM

- [x] Instructional
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Simulated Work Activity Training (SWAT)

One major goal of the program is to train students so that their working behavior is such that they can successfully function in a sheltered workshop or supervised employment situation. As students enter the program, their behaviors are assessed and production objectives are established. They are trained to assemble a variety of work samples and receive rewards for their accomplishments. The rewards are in the form of (1) paychecks and (2) SWAT tokens. Students are taken to the bank with their paychecks and with parental permission are taken on supervised shopping trips to local stores. The tokens can be used in the project store to purchase items such as shampoo, magazines, donated clothes, etc. A ceramic class is included in the program.

Teacher observation provided additional insights concerning student performance. The actual results achieved became apparent after the implementation of the token economy system. At this point, student motivation toward improvement of work behavior increased significantly.

Students have become eager to attend the SWAT program. A significant outcome is the personal enjoyment and growth in the self-esteem of students. Program managers feel that this has been achieved due to the success factors built into the program.

A final unanticipated benefit of the program is providing students with increased purchasing power, and the accompanying gain in self-accomplishment and self-esteem.

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Box 3125, Eleven Mile Corner Road
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723-5371

PRESCOTT UNIFIED SCHOOL DISTRICT
PRESCOTT, ARIZONA

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Career Prep/Vocational Training

Students At Risk

Students entering the program are first given a comprehensive vocational assessment to determine their strengths and weaknesses. This will define the extent to which a student needs to be exposed to the various elements of the program. The five basic components are: (1) career awareness—to determine career interests and expose students to otherwise unknown careers; (2) vocational exploration—to enhance the student's interest and awareness of the working world and the skills necessary for a variety of vocations; (3) vocational preparation—to provide a simulation of an actual work experience; (4) basic living skills—to provide awareness of appropriate social behaviors as well as ability in food preparation, kitchen safety and maintenance, clothing care, self-care, basic tool use and safety, and money management; and (5) mainstreaming—to develop a student's potential to receive regular education services in any class appropriate to that individual.

There are three phases of the program: Production, Career Prep, and Saleable Skills. In *Production*, the students simulate production skills. In the *Career Prep* phase, there are a number of work stations that the students explore and develop skills in: (1) food preparation, service and kitchen maintenance; (2) laundry; (3) clerical; (4) tool use and identification; (5) wood working; (6) custodial; (7) engraving; (8) money handling (survival and occupational); (9) computer literacy and vocational skills. In the *Saleable Skill* phase, the students are taught specific skills in construction, food service, food production, health care and maintenance/janitorial. These programs are competency-based and give the student a saleable skill upon leaving the program. Work experience is an extension of all of the phases.

This program has been used for seven years and is applicable to students who are disadvantaged, have various handicapping conditions or are at risk for dropping out of school.

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445-5400, Ext. 240

PRESCOTT UNIFIED SCHOOL DISTRICT
PRESCOTT, ARIZONA

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Intra-School Metric 500 Auto Race

Interested students are required to buy car kits containing a body blank, wheels and hardware, and an instruction book. Combining skills learned in industrial arts, math and science, students construct their cars to meet the specifications necessary for correct operation. After the cars are completed and painted, they are judged on how well they are constructed (emphasis is placed on metric measure and limits such as minimum and maximum weight, length and wheel base). On the day of the race, cars are selected at random by a computer program. The computer then actually fires the cars in the starting gate. It computes elapsed time for both cars and converts this information to miles per hour and kilometers per hour. At the end of the race, the computer prints out the results in order of finish. The first place winner receives a trophy and a cash prize of silver dollars. Second and third place finishers also earn cash prizes. All participants receive certificates.

Instruction is given in methods of design and construction of cars with emphasis on correct metric measurements and following a plan of design.

An item critical to the success of the operation is sufficient industrial laboratory time necessary for construction and operation of the raceway. Effectiveness of the program is determined by the number of students with accurately designed cars. Also, observation of students to determine interest level and enthusiasm was made by instructors.

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Granite Mountain Junior High
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PRESCOTT UNIFIED SCHOOL DISTRICT
PRESCOTT, ARIZONA

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Introduction to Law Class

This is a one-semester introduction to law course for high school seniors who would pursue a career in a legal profession. Students receive general instruction in basic legal principles and objectives. Topics include: an introduction and history of the American legal system, civil law, criminal law, corrections, legal careers and the criminal justice system.

Students are involved in the following activities:

1. Develop a personal will,
2. Learn to use the law library for research purposes,
3. Observe a civil trial with a pre-trial and post-trial meeting with a Yavapai County Superior Court Judge,
4. Tour the Yavapai County Jail,
5. Tour the Yavapai County Juvenile Detention Center,
6. Tour a court-appointed foster care facility,
7. Participate in the Yavapai County Mock Trial Competition and, hopefully, the Arizona Mock Trial Competition (both sponsored by the Arizona Bar Foundation),
8. Tour a state correctional facility,
9. Evaluate law-related occupations,
10. Observe a criminal trial with a pre-trial and post-trial meeting with the presiding judge, and
11. Develop and evaluate contracts.

Students are selected by the counseling staff with the course instructor's approval. A prerequisite exists—pass Civics with a 3 or higher. This program has been in use for five years.

In 1985, Prescott's "Introduction to Law" students won the county competition and finished third out of 16 in the state. In 1987, students won the county championship and were chosen state runner-up to the state champions, out of 16 student groups that participated.

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445-5400

PRESCOTT UNIFIED SCHOOL DISTRICT
PRESCOTT, ARIZONA

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Pioneers in America

Students At Risk

Second grade students from two schools participate in activities of the "Pioneers in America" program which has been in use for 14 years. The students learn academic skills, but the most important objective is to provide each child an opportunity to feel success and to develop a sense of accomplishment and self-worth.

The "Pioneers in America" study is an outgrowth and expansion of the second grade social studies curriculum. The children learn about the early beginnings of America and global map studies are used to locate the lands of immigrants. They follow the westward movement and expansion of the United States from the time of the pilgrims to the present. They become aware of the contrast between the independence of pioneer families and the interdependence of families in today's society. The changes in this dependency brought on by technology also are explored. The math curriculum is supplemented with cooking and food preparation projects. Nature and environmental studies augment the science curriculum.

Children learn songs about pioneers and sing songs that have become part of America's historical and cultural development. Even physical education is incorporated into the program by involving second graders in games that pioneer children played. During holiday seasons, holiday customs are studied and children make old-fashioned ornaments and decorations.

Pioneer Day at the Community Nature Center is the culminating activity of the year. During Pioneer Day the children participate in dipping candles, going on a pioneer nature walk, making cornhusk dolls, singing pioneer songs, using a spinning wheel and in cooking biscuits and cobbler in dutch ovens.

Contact: Sharon McIlvain
Lois Shafer/Barbara White
Abia Judd School
1749 Williamson Valley Road
Prescott, AZ 86301
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or

Sharon Bender, Kathy Balistreri,
Sharon Greene
Taylor Hicks School
1845 Campbell Avenue
Prescott, AZ 86301
445-5400, ext. 258

PRESCOTT UNIFIED SCHOOL DISTRICT
PRESCOTT, ARIZONA

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Project READ:S

Literacy

Project READ:S is a reading across the curriculum program designed for grades 7 - 12. It is a program where reading skills are taught in the English and/or reading classes and reinforced in the content area. READ:S is not a prepackaged program but a teaching/learning process which enables the content area teacher to be flexible and creative. Project READ:S has specific guidelines to be followed in the way of format and steps to follow in producing the lesson. These lessons are called modules and are divided into three areas:

1. *Vocabulary*, which stresses pronunciation, definition, usage and spelling;

2. *Comprehension*, which not only exercises understanding what is read, but stresses what kind of question is being asked and at what level of difficulty it is;

3. *Study Skills*, can take in a great many areas, such as getting to know your textbook, how to use the library, how to read charts, graphs and following directions.

Anyone wishing to utilize Project READ:S needs to go through an awareness session and a training workshop. This can be conducted by Project READ:S trainers from Coeur d'Alene, Idaho or Arizona.

For Project READ:S to truly be successful, it is important that a great number of the faculty be involved; however, it is essential that the involvement is voluntary. Support groups need to be established

This program has been in use for six years.

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Prescott Unified School District
146 South Granite Street
Prescott, AZ 86303
445-5400

PRESCOTT UNIFIED SCHOOL DISTRICT
PRESCOTT, ARIZONA

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Vocational Evaluation Career Guidance Center

Students At Risk

This comprehensive evaluation of the student's interests, skills, aptitudes, and employment potential is comprised of a variety of test instruments and takes about 20 hours to administer. The information gained from the test results is used to provide career guidance, aid the student in setting realistic career goals and point out vocational areas where the student is most likely to succeed. The counselor then can direct the student toward the appropriate academic, vocational education and industrial arts courses necessary for successful attainment of goals.

This program has been in use for four years.

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445-5400, Ext. 240

SAHUARITA UNIFIED SCHOOL DISTRICT
SAHUARITA, ARIZONA

TYPE OF PROGRAM

- [x] Instructional
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Advanced Reading Class

Fifth grade students whose Iowa Test of Basic Skills scores are above grade level are recommended by their teacher for placement in a special, individualized class during the homeroom period. Speed reading, skimming, scanning and comprehension are stressed. Written justification for the selection of individually selected reading materials, as well as study questions for assigned novels, provide integration of reading and writing. Workbook exercises on vocabulary, prefixes, suffixes and root words are corrected and discussed in class. Critical thinking skills are taught through evaluating and categorizing novels into the various forms of literature.

The general approach to the program is for students to use speed reading, skimming, and scanning exercises in a controlled classroom environment. Students are assigned reading material and required to categorize as to type of literature and justify each of their choices in writing. Students are assigned specific novels to read as a group and workbook exercises to promote vocabulary building and understanding of Latin and Greek prefixes, suffixes, and root words. Small group teaching method is preferred. Students vote to select paperback reading materials and give input in the direction of the program. Student participants are expected to increase reading flexibility, increase use of skimming and scanning, demonstrate knowledge of the various forms of literature, and demonstrate critical thinking skills.

This program has been in use for nine years. It could be expanded to include K-3 children.

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625-3502

SAHUARITA UNIFIED SCHOOL DISTRICT
SAHUARITA, ARIZONA

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Mastering Math Facts

Students At Risk

The program was developed to end finger counting and to motivate the memorization of facts. All students are given ring-bound notebooks in which to write facts of addition, subtraction, multiplication, and division. The teacher writes ten problems on the board that require using previously learned knowledge for the students to complete. Other motivational games and drills are introduced including flash card games, eraser "magic" games, math in a mitt, etc. All the methods used are fun and challenging.

Significant gains in student performance are found. All methods are seen by the students as fun and challenging. Pupils try to beat their own scores through competition. There seems to be increased user satisfaction based on positive changes in the knowledge, attitude and behavior of students.

This program has been in use for 10 years.

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Amado, AZ 85645-9600
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SCOTTSDALE ADULT LEARNING CENTER
SCOTTSDALE, ARIZONA

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Adult Individualized GED Preparation Program

Literacy

This program is essentially a state-supported educational opportunity for students 18 and older to complete the requirements for the high school equivalency certificate. Adult students receive evaluation-placement tests to ascertain their entry-level skills. Individualization of study materials and pace are essential features of this program that operates year-round. Students pursue their studies on an individual basis with access to the center on a 16 hours-per-week basis. Study materials are from published series.

A special feature of the project is the pre-GED service offered to adults. Students may enter the preparation program at any time during the year. The student is given an initial reading evaluation for placement in the pre-GED reading program, regular GED preparation program. Each candidate also undergoes a mathematics evaluation for placement in a program suited to his/her skill level. All materials are completely individualized and self-paced. Teachers have private conferences with students advising them of materials and progress.

The results of the program show 95 percent of all GED-level students complete the GED test or are in the process of taking the GED test battery by the end of the year. Further, 75 percent of all pre-GED students enter the GED level in reading or mathematical skill.

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941-5166

SCOTTSDALE UNIFIED SCHOOL DISTRICT
PHOENIX, ARIZONA

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Chapter I Pre-Kindergarten Program

Parent Involvement

Classes for targeted four-year-olds stress:

- positive self-image
- gross and fine motor skills
- language development
- basic concepts
- sensory perception
- interaction and socialization

Each child attends a two-and-a-half hour class four times a week. Classroom activities are multifaceted and designed to expand program goals. For example, a seasonal finger play expands vocabulary, fine and gross motor skills, basic concepts, sensory perception, group interaction and promotes a sense of accomplishment for the child. Activities encompass free play, computer usage, home center play, listening centers, gross motor play, music, nutrition and food preparation, self-help, language, building play stories and sand and water play.

Parental involvement is fostered while aiding the growth of the whole child through home visits and field trips. The teacher (sometimes with the bilingual instructional assistant) visits each child's home four times during the school year. Activities correlating with the classroom program are demonstrated and left with the parent to use with the child. The child's program is discussed, parental concerns are addressed and the home visit is documented. To enrich the experience repertoire of the children, the project provides field trips to the Phoenix Zoo, Scottsdale Library, a farm, parks, the airport and Mesa Children's Museum.

The Pre-Kindergarten program served 30 children in 1988-89. Using DIAL posttesting, of the 30 children tested, 29 met or exceeded the cutoff points for their age and sex in three of the four developmental areas, exceeding the program's stated goal of a 75 percent success rate. Of 30 children completing Level Testing assessments, 28 successfully completed all four levels in both Reading and Math.

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SCOTTSDALE UNIFIED SCHOOL DISTRICT
SCOTTSDALE, ARIZONA

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Home Base Program

Parent Involvement

The Home Base instructional program for parents of three-year-old children includes activities to help parents understand and promote developmental skills in their young children such as:

- gross motor
- fine motor
- language
- basic concepts
- sensory perception
- positive self-image in the child

Each family is visited once a week by the teacher or parent education specialist. At the first home visit, a toy, a book and other educational materials are brought to be left for two weeks. At the second home visit, experimental activities such as development of specific gross motor or fine motor skills, cooking or small group play are scheduled. This pattern is repeated throughout the school year. Three-year-olds attend play groups at school twice a month for two-hour sessions.

Since motor, self-help and social skills, as well as cognitive and language skills, are often underdeveloped in these children, the materials to be left in the home at two-week intervals must be selected individually for each child. The home visitor also models play with the child.

The child's progress and methods of aiding his/her development are discussed with the parent. Simply written materials like songs, fingerplays, suggested activities, recipes and parenting tips are left with the parent to be used for future reference.

Records are kept of each child's progress in the developmental areas previously mentioned; notations are made on the individual charts, outlining a continuum of developmental skills.

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Scottsdale, AZ 85251
423-3740

SCOTTSDALE UNIFIED SCHOOL DISTRICT
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Time Out

Students At Risk

Time Out is a program to allow students the opportunity to begin to accurately perceive what they are doing, how they are behaving, and how they are communicating with other people. Students assigned to this room write a plan for future behavior that will be acceptable to the teacher. Students stay with the Time Out room until they have been evaluated by the teacher and school administration. Parents are included in the process. The school and home work in cooperation with each other to help the student.

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SIERRA VISTA UNIFIED SCHOOL DISTRICT
SIERRA VISTA, ARIZONA

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Health Career Sciences

Students who have successfully completed biology or chemistry classes and have an interest in a career in the health field are eligible for this program. The main emphasis is on laboratory investigation and field experiences designed to give the student a broad base of knowledge in science basic to the health fields, as well as introducing the students to a wide range of health careers. The following health subjects are studied: anatomy, physiology, pathology, bacteriology and human genetics.

The culmination of the year is a term paper based on field experience, exploring in-depth the student's choice of a career. The local medical community provides the sites (clinic, hospital, etc.) for student field experience.

This program won a Golden Bell award in 1985 and has been in use for 17 years.

Contact: Jonathan M. Bealer
Buena High School
4001 Fry Boulevard
Sierra Vista, AZ 85635
458-7880, Ext. 410

SNOWFLAKE UNIFIED SCHOOL DISTRICT
SNOWFLAKE, ARIZONA

TYPE OF PROGRAM

- [x] Instructional
- [ ] Curricular
- [ ] Administrative
- [ ] Management

LEVEL

- [x] Pre-school
- [ ] K-3
- [ ] 4-6
- [ ] 7-9
- [ ] 10-12
- [ ] Adults
- [ ] K-12

TARGET AUDIENCE

- [x] Students
- [ ] Teachers
- [ ] Administrators
- [x] Parents
- [ ] School Staff

SITE

- [ ] Classroom(s)
- [ ] School
- [ ] District
- [x] Community

SUCCESS INDICATORS

- [x] Achievement changes
- [x] Attitude changes
- [x] Participation changes
- [ ] Other changes

Snowflake Pre-Kindergarten Program

Parent Involvement

The program was developed to get educational materials into homes and bridge the social gap for children who are relatively isolated. It utilizes parents as the child's first teacher, builds rapport between the home and school, and helps children and parents develop a positive attitude about school and learning.

This program is based on the following premises:

1. Parents will be at home to participate in home visits 90 percent of the time.
2. Aides will check weekly assignments with parents and students.
3. As part of the group sessions, students will visit the school they will be attending the following year.
4. Parents will come to the schools for the parent workshops.
5. Students will interact with teachers and other children.
6. Four-year-old students in the program will achieve within their average CA range on EPSF screening in the spring.

Contact: Linda Seymour
Snowflake Unified District
P. O. Box 1100
Snowflake, AZ 85937
536-4156

TUCSON, ARIZONA

TYPE OF PROGRAM

- [x] Instructional
- [ ] Curricular
- [ ] Administrative
- [ ] Management

LEVEL

- [ ] Pre-school
- [ ] K-3
- [ ] 4-6
- [ ] 7-9
- [ ] 10-12
- [ ] Adults
- [x] K-12

TARGET AUDIENCE

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SUCCESS INDICATORS

- [x] Achievement changes
- [ ] Attitude changes
- [ ] Participation changes
- [ ] Other changes

Sunnyside K-12 Bilingual Education Program

Students At Risk
Literacy

This is a total district bilingual education program designed to prepare limited-English-proficient students to succeed academically while preparing to enter an English instructional program. The unique feature of the program is its integrated language approach thoughout the curriculum.

In grades K-5, Spanish language arts and content area curriculum promote the development of cognitive academic language proficiency. As students meet the criteria for English language instruction, they are transitioned into English and monitored academically to ensure total academic success. Following the instructional model and a parallel curriculum, 80-90 percent of these students transition successfully after third grade.

A similar bilingual program occurs at the middle and high schools with the addition of a "shelter English" component. Content area classes are taught using specialized ESL techniques which facilitate and maintain learning of academic concepts and English language skills. Students are able to meet grade promotion or graduation requirements while acquiring English language proficiency.

Critical to the success of the program are: (1) the district's Effective Schools philosophy; (2) a full staff of bilingual-endorsed teachers; (3) a custom-tailored in-service program to meet individual teacher's needs; (4) parallel curriculum and materials to ensure grade level success at transition; (5) an intercultural teachers' resource material center; and (6) parent involvement to facilitate communication and home support.

Contact: Fred Bull, Superintendent
Julia Abalos, Director of Bilingual Education
Sunnyside Unified School District
2238 East Ginter Road
Tucson, AZ 85706
741-2563 (Mr. Bull) 741-2516 (Mrs. Abalos)

TEMPE ELEMENTARY SCHOOL DISTRICT
TEMPE, ARIZONA

TYPE OF PROGRAM

- ☐ Instructional
- ☐ Curricular
- ☐ Administrative
- ☑ Management

LEVEL

- ☐ Pre-school
- ☐ K-3
- ☑ 4-6
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TARGET AUDIENCE

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SITE

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SUCCESS INDICATORS

- ☑ Achievement changes
- ☑ Attitude changes
- ☐ Participation changes
- ☐ Other changes

Reducing the Rate of Recidivism to In-School Suspension

Students at Risk

Students are assigned to ISS by an administrator for the following offenses: physical abuse, property destruction, alcohol-tobacco-drug possession/use, profanity, property destruction, non-productivity, defiance/disobedience, sex-related offenses, campus/classroom disruption, truancy, theft/extortion and any other offenses that do not fit under one of these categories but deserve the consequences of ISS assignment.

An administrative/counselor team approach, using intensified preventive as well as crisis intervention counseling, is a strong component of this program. Students assigned for the first time are assigned for a minimum of three days. This allows time for counseling, keeping up with school work, contemplation and isolation (the punishment). Subsequent assignments are for a longer period of time, with a probationary release the second time and a transitional release for three or more times. Prior to release from ISS, students must accept responsibility for their behavior and write a behavior plan that will keep them out of trouble. This is done during an exit interview with the counselor. The final interview is with the administrator who assigned him/her. The decision is made at that time to release or not to release the student from ISS.

It is critical to have a person working in the ISS room who understands adolescent behavior and works well with the "problem" student. Someone with a positive attitude and the ability to find something good in the worst behaved student is a must. There are no other significant characteristics for implementation of this program.

A post-discipline survey was administered to the staff. The overall consensus was that discipline in general at McKemy, as well as the organization and effectiveness of the ISS program, had improved. Ultimately, the positive correlation between the analysis of the collected data and the terminal objectives was evidence of success.

This program has been in use for five years.

Contact: Dr. Doris A. Jones
McKemy Junior High School
2250 South College Avenue
Tempe, AZ 85282
784-1288

TEMPE UNION HIGH SCHOOL DISTRICT
TEMPE, ARIZONA

TYPE OF PROGRAM

- [x] Instructional
- [ ] Curricular
- [ ] Administrative
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LEVEL

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- [x] 7-9
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SUCCESS INDICATORS

- [x] Achievement changes
- [x] Attitude changes
- [x] Participation changes
- [ ] Other changes

Reading for Foreign Students

Students At Risk

The program was designed for foreign students who did not fit into the English-speaking remedial reading classes. Students are given diagnostic English and reading proficiency tests at the beginning of the school year. The students are placed according to scores in beginning, intermediate or advanced reading classes. The curriculum covers reading, spelling, writing, oral language, American culture and daily living skills. At the end of the year, students are administered post-tests to determine growth and proficiency levels.

Contact: Adela Santa Cruz
English-Reading Department Chairman
Marcos de Niza High School
6000 South Lakeshore Drive
Tempe, AZ 85283
838-3200, ext. 222/223

TOLLESON UNION HIGH SCHOOL DISTRICT
TOLLESON, ARIZONA

TYPE OF PROGRAM

- [x] Instructional
- [ ] Curricular
- [ ] Administrative
- [ ] Management

LEVEL

- [ ] Pre-school
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- [x] 10-12
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SUCCESS INDICATORS

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- [ ] Participation changes
- [ ] Other changes

American Industry/Free Enterprise

This hands-on approach to the study of the American free enterprise system is self-supporting aside from the teacher's salary. Students spend 70 percent of course time in the classroom studying 13 related concepts of free enterprise. The remaining 30 percent of class time is spent simulating American society by organizing an enterprise; selling stocks and bonds to generate capital; developing, producing and marketing a product; and financially profiting from their efforts. Program objectives take the students completely through the process of starting, operating and liquidating a corporation, including distribution of cash resulting from the sales of assets. The district, after much consideration, has implemented a team-teaching approach utilizing one industrial arts instructor and a social studies/economics instructor who covers such areas as comparative economics, supply and demand, and marketing.

The course stresses the essential benefits of the free enterprise system by organizing and operating enterprises within the curriculum structure. Simulating an enterprise offers experiences to the student under conditions that replicate the operational situations of real life, in a learning environment.

In developing a company, the student becomes acquainted with all phases of the free enterprise system as they create, produce, and market a product. The course involves extracurricular activity, but has not replaced any substantial part of the curriculum.

Critical factors for success of the program are student motivation, learning by doing, and student ability to relate quiz content to real life situations. Approximately 80 percent of all students taking the course have completed it. The program has been in use for nine years.

In response to charges that the popularity of the program is due to an easier curriculum, the program argues that taking theory and applying it in real life situations provides greater motivation for students.

Contact: Gilbert Lucero/Bruce Kinneberg
Tolleson Union High School
9419 West Van Buren Street
Tolleson, AZ 85353
936-1276, ext. 142

TUBA CITY UNIFIED SCHOOL DISTRICT
TUBA CITY, ARIZONA

TYPE OF PROGRAM

- [x] Instructional
- [ ] Curricular
- [ ] Administrative
- [ ] Management

LEVEL

- [ ] Pre-school
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- [ ] 4-6
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- [x] K-12

TARGET AUDIENCE

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SITE

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SUCCESS INDICATORS

- [x] Achievement changes
- [x] Attitude changes
- [x] Participation changes
- [ ] Other changes

Transitional Room Program

Students At Risk

The purpose of the Transitional Room Program is to help those third grade students who have been identified as potential dropouts. These are students having particular difficulty with reading, decoding, oral and written English, and understanding number facts. With the parents' and student's consent, the student is placed in a special room with a transitional teacher. A cooperatively developed set of rules is established by the class at the beginning of the year. One-on-one tutoring, praise, high expectations, a variety of learning centers, a variety of incentives and a library room with utilization of the school library as a resource room are key components in the instruction .

Evidence of student achievement comes from improved standardized achievement tests; the proportion of children achieving at or above grade level consistently has gone up during the program. Further research with fifth and sixth grade students showed that students were performing considerably above average work and were more capable in decoding skills and number facts operations. Program managers attribute this improvement to the program's mode of operation which instills in students the pride essential to further academic success.

Contact: Vernon P. Ratzlaff
Tuba City Primary School
P. O. Box 67
Tuba City, AZ 86045
283-4464

TUCSON UNIFIED SCHOOL DISTRICT
TUCSON, ARIZONA

TYPE OF PROGRAM

- [x] Instructional
- [ ] Curricular
- [ ] Administrative
- [ ] Management

LEVEL

- [ ] Pre-school
- [ ] K-3
- [x] 4-6
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TARGET AUDIENCE

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SITE

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SUCCESS INDICATORS

- [x] Achievement changes
- [x] Attitude changes
- [x] Participation changes
- [ ] Other changes

H.O.T.S (Higher Order Thinking Skills)

Students At Risk

This program was developed for low-achieving minority students as a means to raise student achievement and self-concept. Using specific pieces of commercially prepared software and the concepts from information processing theories of cognition, the H.O.T.S. goal is to extend successful interventions using such theories into the design of computer activities. Students come to the lab in groups of four to eight for 30-45 minutes, five days a week. Students spend an average of 20-30 minutes a day on the computers testing hypotheses, determining the best way to solve problems.

ACTIVITIES: The lab teacher facilitates the student thinking process which focuses on strategy development through questioning techniques designed to incorporate specific software that emphasizes student self-involvement in learning.

SPECIAL PROBLEMS: Lack of principal and/or classroom teacher support, lack of building facilities and lack of money are problems encountered. In-services and conferencing of involved people would probably solve some of these problems.

TEACHING METHODS: It is critical that the teacher be a facilitator and not give answers. Teacher must constantly challenge students to think about what they are doing in a way that encourages each student to work to his or her capacity, and beyond, to discover success. Cooperative learning, discovery approach, and critical thinking techniques are all part of the teaching methods used.

STUDENT SELECTION: Students are selected for entry into the H.O.T.S. Program using Chapter I criteria, i.e., NCE reading score below 45 and a rating scale between 1-5 by the classroom teacher.

This program has been in use for five years.

Contact: Carolyn Landreth
Carrillo A+ Magnet School
440 South Main
Tucson, AZ 85701
798-2728

TUCSON UNIFIED SCHOOL DISTRICT
TUCSON, ARIZONA

TYPE OF PROGRAM

- [x] Instructional
- [ ] Curricular
- [ ] Administrative
- [x] Management

LEVEL

- [ ] Pre-school
- [x] K-3
- [x] 4-6
- [x] 7-9
- [x] 10-12
- [x] Adults
- [ ] K-12

TARGET AUDIENCE

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- [x] Parents
- [x] School Staff

SITE

- [x] Classroom(s)
- [x] School
- [x] District
- [x] Community

SUCCESS INDICATORS

- [x] Achievement changes
- [x] Attitude changes
- [x] Participation changes
- [ ] Other changes

Love of Reading Week

Literacy

The Love of Reading Week was developed to stimulate students and communitywide interest and involvement in reading throughout the school year and beyond so that students continue to learn the skills and experience the excitement and joy of reading. A committee is formed early in the school year for preplanning meetings, recruiting volunteers, naming committees, and implementing the process for setting the program in motion. The date is set for the reading week. Community support is necessary for the success of the program.

This program has been used successfully for seven years.

Contact: Tommy Harper
Lee Instructional Resource Center
2025 East Winsett
Tucson, AZ 85719
628-2364

TYPE OF PROGRAM

- [x] Instructional
- [ ] Curricular
- [ ] Administrative
- [ ] Management

LEVEL

- [x] Pre-school
- [x] K-3
- [ ] 4-6
- [ ] 7-9
- [ ] 10-12
- [x] Adults
- [ ] K-12

TARGET AUDIENCE

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- [x] Parents
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SITE

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- [ ] Community

SUCCESS INDICATORS

- [x] Achievement changes
- [ ] Attitude changes
- [ ] Participation changes
- [ ] Other changes

TUCSON UNIFIED SCHOOL DISTRICT
TUCSON, ARIZONA

Parent and Child Education (PACE)

Parent Involvement
Students At Risk

The development of basic skills in the areas of oral language, self-concept and social growth is the focus of this program. Parents are involved in the development of the program through participation in planning, classroom activities, home instructional tutoring and other participatory roles. Parents are required to participate two mornings per month in regularly scheduled classroom activities in order to enhance their self-confidence and home instructional skills. Health and nutrition instruction is given to students and parents. Both English and Spanish are utilized as instructional means to facilitate comprehension and skills acquisition.

Chapter I criteria and the following guidelines are used for selection:

1. The child is a sibling of an older educationally disadvantaged child.
2. One or both of the parents did not have a high school education.
3. Potential participation in a state or federal free-lunch program.
4. Limited proficiency in English.
5. Scores in stanines 1-4 on Preschool Inventory. (Used if needed.)

Contact: Angie Ortiz
Chapter I Program Specialist
Tucson Unified School District
P. 0. Box 40400

WASHINGTON ELEMENTARY SCHOOL DISTRICT
PHOENIX, ARIZONA

TYPE OF PROGRAM

- [x] Instructional
- [x] Curricular
- [ ] Administrative
- [ ] Management

LEVEL

- [ ] Pre-school
- [ ] K-3
- [ ] 4-6
- [x] 7-9
- [ ] 10-12
- [ ] Adults
- [ ] K-12

TARGET AUDIENCE

- [x] Students
- [ ] Teachers
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SITE

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SUCCESS INDICATORS

- [x] Achievement changes
- [x] Attitude changes
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- [ ] Other changes

Home Economics Curriculum

This curriculum was developed over a ten-year period with piloting and revisions being carried out during the past seven years. Recent revisions have been made to align the curriculum with the Arizona Home Economics Life Management Program Guide and the Arizona Department of Education suggested curriculum for junior high/middle school home economics programs. The seventh grade program is geared for one semester of class taught every other day in 45-50 minute periods. All seventh grade students not involved in a music program participate. The eighth grade program is a year-long program taught every other day for 45-50 minutes. Eighth graders in this program have chosen it as an elective.

Each unit in this curriculum has performance objectives with a rationale, topics, and mastery tests. After the introduction of an objective, activities such as laboratories, projects, skits, role-playing, work sheets, demonstrations, educational games and discussions are used to allow students to attain mastery. A mastery test is administered for each objective, with 80 percent mastery necessary for completion. Students who do not reach the mastery level review the objective and retake the test until mastery is achieved.

This curriculum has been used successfully for seven years with students having a wide range of academic abilities, socio-economic backgrounds, physical development states and maturity levels. It is adaptable to any school program where home economic teachers and facilities are available.

Contact: Ellen Bloom
Royal Palm School
8520 North 19th Avenue
Phoenix, AZ 85021
864-2883

WASHINGTON ELEMENTARY SCHOOL DISTRICT
PHOENIX, ARIZONA

TYPE OF PROGRAM

- [x] Instructional
- [ ] Curricular
- [ ] Administrative
- [ ] Management

LEVEL

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- [x] K-3
- [ ] 4-6
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SUCCESS INDICATORS

- [x] Achievement changes
- [ ] Attitude changes
- [ ] Participation changes
- [ ] Other changes

Oral Language Disorders Classroom (OLDC)

Students At Risk
Literacy

Children selected for program participation meet the following criteria: (1) Chronological age upon entry is seven or younger; (2) Average intelligence as determined by psychological testing; (3) The major handicapping condition is receptive and/or expressive language deviance or disorder rather than a problem resulting from a physical handicap, mental deficiency, hearing handicap, and/or a behavioral disorder.

Students with speech and language disorders are initially evaluated and placed in a resource speech and language program to determine the effectiveness of that option. If it is determined that more intense intervention is necessary, the student is referred to OLDC. Complete psychological and speech/language assessment is done and a teacher observation checklist is completed. The referral and test results are forwarded to OLDC and further testing, observation and staffing precede the actual placement.

Language and conceptual skills form the core of a curriculum that includes "pretend" activities, arts and crafts, physical education, music, extended show and tell, individual drill, science projects, social studies, fine motor activities and worksheets for reinforcement. The language curriculum is designed to assist children in developing adequate language skills, achieving successful academic performance and establishing acceptable classroom behavior. The program has been used successfully for 12 years.

Contact: Connie McCarthy
Washington Elementary School
8033 North 27th Avenue
Phoen ix, AZ 85021
995-1801

WASHINGTON ELEMENTARY SCHOOL DISTRICT
PHOENIX, ARIZONA

TYPE OF PROGRAM

- ☐ Instructional
- ☐ Curricular
- ◉ Administrative
- ☐ Management

LEVEL

- ☐ Pre-school
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TARGET AUDIENCE

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SITE

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SUCCESS INDICATORS

- ☐ Achievement changes
- ☐ Attitude changes
- ◉ Participation changes
- ☐ Other changes

Staff Development: Instructional Supervision and
Effective Teaching Strategies

Increasing teacher effectiveness in the planning and delivery of instruction and increasing administrative supervision/evaluation effectiveness are the primary goals of this staff development program. It is believed that integrating these components will result in increased student learning. The program is organized so that administrators of participating schools are trained and then the teaching staff is trained.

Administrators attend 30 hours of training in the Effective Teaching Strategies (ETS) and 25 hours of training in Instructional Supervision (IS). Teachers attend only the ETS sessions. Each series is followed by individual observations by the staff development staff as well as individual conferences regarding observed application of the training. The content of ETS workshops is based on research indicating that teachers' behaviors make a difference in children's learning. Use of these strategies causes more efficient learning and longer retention. The Instructional Supervision model utilizes the strategies as a set of criteria to assist in assessing instruction. This allows the principal to diagnose teaching and use the results to maintain teaching strengths and refine weak areas.

This program has been used for teachers of all grade levels—even adults, and has been in progress since 1979.

Contact: Maggie Westhoff
Washington Elementary School District
8610 North 19th Avenue
Phoenix, AZ 85021
864-2640

WINSLOW UNIFIED SCHOOL DISTRICT
WINSLOW, ARIZONA

TYPE OF PROGRAM

- [x] Instructional
- [ ] Curricular
- [ ] Administrative
- [ ] Management

LEVEL

- [ ] Pre-school
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TARGET AUDIENCE

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SUCCESS INDICATORS

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- [ ] Other changes

Educational Mini-Fair/In-service Day

After attending the Educational Mini-Fair, teachers, administrators, instructional aides and school board members will understand state-mandated programs and their role in them, implement new teaching strategies or activities in their classrooms, be aware of new and/or worthwhile materials, and appreciate the services of the ADE and the talented teachers within our district and area.

Implementation Plan:

(1) Valentines are sent to school personnel for six weeks, one each week until the second Tuesday in February (THE BIG DAY). Each reveals more about the event. A "thank you" valentine is sent the following day to all those who attended.

(2) A simple, delicious meal is prepared by the Chapter I staff (no cafeteria) and devoured by our guests at 6:00 p.m. Assistant Superintendent is the host.

(3) Guests are given a program and a "$10 bill" featuring our superintendent's photo as they register.

(4) Arizona Teacher's Supply and Gardner's Book Service display new and most requested items for teachers to peruse which helps them with their supply order. Their $10 is spent at these vendors that evening.

(5) Participants have a choice of at least six workshops each of the two hours (6:30 to 8:30). These are hosted by our administrators and by presidents of local educational groups. Presenters are ADE program specialists, local staff members, university people, and educators from the surrounding area.

This program may be expanded to an in-service day for all school employees with t-shirts given and a catered meal served. The program has been used for three years.

Contact: Barbara Arthur
Washington School
P. O. Box 580
Winslow, AZ 86047
289-3214

WINSLOW UNIFIED SCHOOL DISTRICT
WINSLOW, ARIZONA

TYPE OF PROGRAM

- [ ] Instructional
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- [ ] Achievement changes
- [x] Attitude changes
- [x] Participation changes
- [ ] Other changes

Partners Program

Parent Involvement

The Partners Program utilizes a monthly newsletter sent to parents informing them of upcoming activities at the school, projects that they can do with their children and times when special programs will be held at the school. The newsletter is printed on a weird color of paper to draw parents' attention to it.

This program has been used successfully for over 12 years.

Contact: Barbara Arthur
Washington Elementary School
P. O. Box 580
Winslow, AZ 86047
289-3214

Quality Programs

AGUA FRIA UNION HIGH SCHOOL DISTRICT
AVONDALE, ARIZONA

Safety Back-Up Horns (School Buses)

Horns were installed that sound when a bus is moving in reverse or put into the reverse gear. The purpose is to alert students and others who may be in the path of, or in the vicinity of, a bus that is backing up. This safety feature is also installed in other school district equipment that is equipped with reverse movement capabilities.

Contact: Donald T. Roderick
Agua Fria Union High School District
530 East Riley Drive
Avondale, AZ 85323
932-4250

ALHAMBRA ELEMENTARY SCHOOL DISTRICT
PHOENIX, ARIZONA

ADESC (Alhambra District Employees' Social Club)

The ADESC (Alhambra District Employees' Social Club) committee consists of representatives from schools and/or departments who volunteer their time to prepare for various events. The committee plans monthly meetings. District employees are surveyed periodically to determine the type of activities they would like to have offered during the school year. Members of the ADESC committee publicize the events and sell tickets, when necessary, on a voluntary basis. Proceeds from the ADESC events are used for students' scholarships, funding for the Employee of the Month program and additional ADESC activities.

ADESC gives employees an opportunity to share in activities on an informal level. The social club provides a time to become acquainted with coworkers outside the work place and a time for entertainment, fun and relaxation. This practice has been used for 10 years.

Contact: Claudine Burns
Alhambra District Office
3001 West Hazelwood
Phoenix, AZ 85017
246-5100

ALHAMBRA ELEMENTARY SCHOOL DISTRICT
PHOENIX, ARIZONA

Alhambra Reading and Math Practice

Students' progress in reading and math has been computerized to improve analysis and help both students and their parents evaluate academic progress. A scanner system directly tied into the computer now scores objective testing materials and then provides teachers with a variety of analytic reports.

Contact: John Dalmolin
Alhambra District Office
3001 West Hazelwood
Phoenix, AZ 85017
246-5133

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ALHAMBRA ELEMENTARY SCHOOL DISTRICT
PHOENIX, ARIZONA

Art Alive Festival

Alhambra District's Art Alive Festival is an annual event for parents, employees and students and is sponsored by Alhambra Elementary School District's art department. This special day gives the parents, children and employees from throughout the district time to learn and work together on a number of art projects. Students' art is displayed throughout the school campus. This practice has been in use for five years.

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ALHAMBRA ELEMENTARY SCHOOL DISTRICT
PHOENIX, ARIZONA

Braly Bucks

Braly Bucks encourage students to show academic improvement in the classroom. Students earn Braly Bucks through returning their work, showing improvement in class work, completion of class work or improvement in reading, math, etc. When they have earned five or more Braly Bucks they are allowed to go to the office conference room and pick something from our Bear Store such as stickers, cars, stuffed animals, rings, etc.

Through use of Braly Bucks, teachers have noticed an improvement in a desire to improve academically and an improvement of students returning their homework. The Braly Buck system has helped raise our yearly achievement test scores through improvement in academic responsibility on the part of the student.

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Westwood Primary
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ALHAMBRA ELEMENTARY SCHOOL DISTRICT
PHOENIX, ARIZONA

Certified and Classified Employee of the Month Recognition Program

The Certified and Classified Employee of the Month is a recognition program for all employees in the Alhambra School District. Each month a support staff employee and a certified employee are chosen from nomination forms submitted by other employees of the district. An Employee of the Month Committee composed of seven classified and certified employees selects the winners by secret ballot.

Employees of the month are honored at the monthly Governing Board meeting with a presentation of a plaque and certificate by the President of the Board. Each employee of the month's picture is taken and posted on a plaque in the district office.

Employees of the Month are eligible for selection as Employee of the Year. Winning individuals are given a nice gift and a special parking sign (to be installed at their work location) at a special Employee of the Month luncheon in May. Attending this luncheon are the year's Employees of the Month, the members of the Employee of the Month Committee, Board members, and the Superintendent of the district.

Critical to the success of the program is selecting the certified and classified employees for the recognition committee. Also, a source of funds is necessary to buy plaques, frames and certificates each month. Fortunately, the Alhambra District Employees' Social Club has accepted the responsibility for funding the awards and gifts of recognition at a cost of approximately $350 per year. This practice has been in use for five years.

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ALHAMBRA ELEMENTARY SCHOOL DISTRICT
PHOENIX, ARIZONA

Child Study Team

The objective of the Child Study Team is to help the child in the classroom and avoid putting a special education label on the child (i.e., LD, EH, EMH). During the 1986-87 school year, we demonstrated the effectiveness of the CST program by determining how many of the students referred to the Child Study Team also were referred for psychological evaluation.

Classroom teachers referred 994 students to the CST for assistance. From this group, 361 students also were referred for psychological testing, in which 242 students qualified for a special education program. By analyzing these statistics, we learn that 64 percent of the students were served in the regular classroom without further psychological services. Thirty-six percent of the students referred to CST were evaluated for special education services, with 67 percent of those students qualifying for special education classes.

This practice has been used for five years and we recently added a brainstorming component to the CST process.

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ALHAMBRA ELEMENTARY SCHOOL DISTRICT
PHOENIX, ARIZONA

Prospective Teachers' Day

This is a unique recruiting system to attract quality teachers. Under the guidance of district administrators, recruitment begins in early spring each year. Armed with descriptive portfolios, district brochures and videotape, an Alhambra team visits the universities in Arizona to introduce the district to prospective teachers.

After an intense screening of the applicants, 50-55 selected candidates are invited to a "Prospective Teachers' Day" at the Alhambra School District where they are treated as royalty.

Prospective Teachers' Day has helped Alhambra District to attract and keep quality teachers. School principals have an opportunity to spend the day with the candidates on an informal basis. This enables them to select a person who will be appropriate for their school. Visiting the district gives the prospective teachers an opportunity to see the "big picture" of the school district, enabling them to select the school and position of their choice with no future hidden surprises.

This practice has been used successfully for five years.

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AMPHITHEATER UNIFIED SCHOOL DISTRICT
TUCSON, ARIZONA

Academic Decathlon

There are 12 team members and one or two coaches. Students in the program must have GPAs of A, B, or C. They complete written exams, do job interviews, give speeches and answer questions before an audience. Students are judged on their performance in speaking, interviewing and essay writing by a group of civic and business leaders. Schools in the district compete against each other. The winning team represents the school district in a statewide Decathlon in spring.

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293-0300

AMPHITHEATER UNIFIED SCHOOL DISTRICT
TUCSON, ARIZONA

Canyon del Oro High School Alternative Program

The written goals for the Alternative Program are to provide an alternative program that gives students:

- A way to earn credits for graduation
- Basic learning skills
- Exposure to career and vocational exploration
- Help in resolving their difficulties
- Help in developing self-confidence and a more positive self-image
- Encouragement to make a commitment to change nonproductive behaviors
- Help in developing skills and attitudes necessary for lifetime success
- The opportunity to experience success so they can return to their regular school program or full-time employment.

The Alternative Program has been in use for 11 years.

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Canyon del Oro Alternative Program
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575-1200

AMPHITHEATER UNIFIED SCHOOL DISTRICT
TUCSON, ARIZONA

Community Counseling Center

This districtwide practice is an expanded version of a practice that began at Canyon del Oro High School. However, the concept of a Family Development Center serving a single school remains viable. The goal of the Center is to help students reach their full academic potential. The Center provides free counseling, free and/or low-cost parent education and support groups. The Center is operated under the direction of a qualified counselor. Some of the groups for parents are Living with Teens and Living with Elementary-Age Children. The students have teen groups. The groups meet during school time for students, and from 3 to 8 p.m. for adults and parents. Counselors refer persons to Community Referral if they cannot resolve their problems.

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AMPHITHEATER UNIFIED SCHOOL DISTRICT
TUCSON, ARIZONA

Decisions

The process emphasizes an interactive format from the Skills for Living curriculum. Communication skills are the foundation for the trust relationship necessary to openly address the crises teenagers face in today's society. Coping skills are modeled and taught. Goal setting and the decision-making process are activities of the class. Outside activities extend skills in service to the community. Community partnerships are encouraged. This practice has been in use for seven years.

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AMPHITHEATER UNIFIED SCHOOL DISTRICT
TUCSON, ARIZONA

Lower Quartile Reading and Math Practice

Students in grades one to six are pretested and are selected based on the grade equivalent scores. They are grouped homogeneously and instruction is individualized using a contract system, directed group instruction or the Writing to Read program. Posttest, using the same tests taken at the beginning of the year, and scores are compared to determine yearly growth. This self-contained, pull-out program can be used in any school and has been in practice since 1980.

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AMPHITHEATER UNIFIED SCHOOL DISTRICT
TUCSON, ARIZONA

Re-Entry Program

The Re-Entry Program is an alternative instructional opportunity for students under 16, who are in violation of the district attendance policy.

Placement in Re-Entry is preceded by a conference with student, parent, counselor and administrator. Students are given the opportunity to earn credit in English, Math and/or Study Skills Plus. Individualized Educational Programs are developed to enable students to return to regular credit-earning classes at the beginning of subsequent semesters.

The ease of implementing this program is dependent upon the availability of individualized instructional packets in all lower-grade required subjects. Cooperative, competitive and individualized instructional strategies are utilized. Academic instruction is supplemented as needed with personal growth groups which are facilitated by a counselor.

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APACHE JUNCTION UNIFIED SCHOOL DISTRICT
APACHE JUNCTION, ARIZONA

The Writing Lab

The Writing Lab at Apache Junction High School was established to improve the basic writing skills of students who score below the median on our schoolwide holistically scored writing sample. In addition, English teachers identify other students who have writing difficulty and refer them to the lab. The lab's primary goal is to raise the scores of targeted students on both the Stanford Achievement Test and the writing sample.

One full-time instructor is in charge of the lab, which is open five days a week during all hours of school instruction. The Writing Lab Instructor sets an appointment for each student and determines the number of hours that the student needs to spend in the lab. Students work in the lab during English and other classes with teacher permission. As soon as a student completes his/her required number of lab hours, he/she is required to write an additional sample to determine progress.

The Writing Lab had been used for four years and has shown success in the following ways:

- decreased writing apprehension and improved attitude toward writing, based on an evaluation form given to lab students.
- overall improvement in writing, based on products in individual student portfolios.

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982-1110

BLUE RIDGE UNIFIED SCHOOL DISTRICT
LAKESIDE, ARIZONA

Coupons for Excellence

Students who achieve honor roll status (1.4 or better) or maintain perfect attendance each quarter are given coupon booklets which offer the students special privileges: early release for lunch, restroom pass, library pass or permission to be tardy to a class. Students are informed of these unique positives from the day they enter school. The staff faithfully endorses the continuance of this program and are happy to see these coupons presented to them by the students in the classroom situation. This way, all the students in the class acknowledge those students who gave that extra effort and reached their goal.

First Quarter Accomplishments

1985	16% of students on honor roll	1986	26% of students on honor roll
1985	18% of students had perfect attendance	1986	37% of students had perfect attendance
1987	25% of students on honor roll	1988	18% of students on honor roll
1987	37% of students had perfect attendance	1988	16% of students had perfect attendance

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BLUE RIDGE UNIFIED SCHOOL DISTRICT
LAKESIDE, ARIZONA

"Get a Jump on Your Child's Journey to Excellence"

The school prepares this booklet to give parents of pre-school children information that will help the parent get the child ready for entering school. The booklets are distributed to local doctors offices, dental offices, pre-schools, nurseries and hospitals. The booklets also are given out at kindergarten registration.

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BLUE RIDGE UNIFIED SCHOOL DISTRICT
LAKESIDE, ARIZONA

Honor Roll Bumper Stickers

Bumper stickers are given to students who earn Honor Roll status. The stickers say "My kid's on the Honor Roll at Blue Ridge Junior High School." After the students determine their own eligiblity for the Honor Roll the office staff double checks their accuracy and submits their names on a master list. Then the students' names are called over the intercom and the stickers are given to them. The bumper stickers serve as a constant reminder to the students, parents and the general community and they are displayed with pride.

We hoped to increase the number of students who achieved honor roll status at a junior high school with a student population of 250. In the first quarter of 1985 only 16 percent achieved this pinnacle, while in the first quarter of 1986, 26 percent did. The first quarter of 1987 renewed our faith that this program had a most positive effect on the academic performance of the student body—25 percent of our students earned a 1.4 GPA or better.

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BLUE RIDE UNIFIED SCHOOL DISTRICT
LAKESIDE, ARIZONA

K.O.T. (Keepin' on Track)

The program was developed to acknowledge positive behavior, good deeds, academic success or efforts by the students. Students are given a certificate from a staff member. The student puts his/her name and teacher's name on the certificate and places it in the K.O.T. Box. There is a weekly drawing of two students from each class. The winners are announced on the intercom. Students are asked to "come on down" to the office to choose a prize and the choice of prizes changes regularly.

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BLUE RIDGE UNIFIED SCHOOL DISTRICT
LAKESIDE, ARIZONA

"Note-a-Report Card"

Students in grades K-3 and special education classrooms are selected for recognition on a quarterly basis in conjunction with the issuance of report cards. We have 26 classrooms and approximately four report cards are chosen from each. This practice fits right into our incentive program philosophy of recognizing the positive things which kids do. We use one or all of the following criteria: academic progress, outstanding citizenship and noticeable improvement in some area(s). However, selection is not based solely on academic progress. Report cards are submitted to the prinicpal at the end of each quarter before they go home. The principal reviews report cards at the end of each quarter and makes a list of students selected with selection reasons identified. The principal makes comments on the cards and affixes an official gold seal in addition to a program stamp. A predetermined number of points are recorded for future recognition before the cards are returned to the teacher for distribution. The names of students selected are placed on the bulletin board outside the principal's office for continued sharing. Our intent is to give each student a chance of being selected during the year, but even though the opportunity exists, not every one makes it. By identifying four per nine-week period, 16 students, out of a classroom of 25, can achieve this goal. A little competition adds to the motivation for accomplishment. This practice has been in use for five years.

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BLUE RIDGE UNIFIED SCHOOL DISTRICT
LAKESIDE, ARIZONA

P.L.E.S. Phone Home

To communicate with parents, teachers select students for something that would warrant a phone call home. The principal makes the phone call to the parents and asks them to share the principal's good news with their child. The calls can be done on a weekly or biweekly basis during the school year.

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BLUE RIDGE UNIFIED SCHOOL DISTRICT
LAKESIDE, ARIZONA

Super Kids Journey To Excellence

Students receive recognition for positive things they do every day at school, at home and in the community. A report form is kept on each student who receives recognition. All efforts are worth a set amount of points. The ultimate objective is for students to accumulate 200 or 400 points necessary to win awards. Awards include certificates, public announcements, newspaper coverage, badges, gift certificates donated by local businesses and a movie of the month for each grade level. The principal, parents and teachers get involved to implement this practice.

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CARTWRIGHT ELEMENTARY SCHOOL DISTRICT
PHOENIX, ARIZONA

John F. Long School Reporter Club

Students learn media reporting and writing skills. Who, what, when, where, why, and how are taught as reinforcement for all reporting and writing. Students choose their story idea, become familiar with their story idea, become familiar with their topic through research and develop questions for their story.

Appointments are set by the advisor for each student to interview his/her source for story information. The story is written by the student and final editing is done by the student and advisor before submitting it to *Bear Essential News for Kids.* Submitted stories are read, acknowledged and selected for use based upon news-worthiness, timeliness, style and adherence to guidelines. Stories then may be used in print media, radio or television.

Utilization of the report in recognized media is critical to the success of the process. All special facilities, production equipment needed and air time for taping and broadcasting news reports are donated by KTSP-TV 10 and KFYI Radio. Space for printed reports, news reports, editing, typesetting and circulation are donated by *Bear Essential News for Kids.*

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245-0014

CARTWRIGHT ELEMENTARY SCHOOL DISTRICT
PHOENIX, ARIZONA

Spell and Tell

Teachers for each grade level develop a word list to be used in every classroom in that grade level. The words are selected at, and above, grade level using the "cluster and mini-cluster" concepts developed by Dr. R. J. Marzano in his book *Basic Vocabulary and Concept Development, A Systematic Approach,* generally from the context areas. A minimum of six words are selected for the weekly word list.

Each day one student in each room has an opportunity to be a Spell and Tell winner by "spelling and telling" a word. The students are selected by drawing a number daily and announcing it over the intercom. One student in each room has his/her number chosen. For example, there is a number 9 in each room. A student who is not in his/her seat when the number is drawn is not eligible. "You can't win if you're not in."

Every winner gets a prize. Occasionally we draw a room number and that winner gets a big prize such as a T-shirt, jacket or Phoenix Suns tickets. This practice has been in use for four years.

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CARTWRIGHT ELEMENTARY SCHOOL DISTRICT
PHOENIX, ARIZONA

STARSS (Student Tutors Assisting the Remediation of Special Students)

Student tutoring is one way to increase individualization of instruction with our Educably Mentally Handicapped (EMH) population. Due to time limitations, diversity of mental ages and the number of students served in each classroom, the EMH teacher is not always able to provide as much one-on-one instruction time to each student as he/she would like. Student tutors are a viable way to bridge this gap.

STARSS involves selected, responsible fifth and sixth grade students who come into the EMH classroom for a short period of time to work individually with the EMH students. The program is highly structured and the student tutors have specified, detailed tasks that they are assigned to do while in the classroom.

Parental awareness of the program involving the student tutors is important. This can be accomplished by sending a letter to the parents briefly describing the practice and requesting parental permission for students to participate.

Direct one-on-one instruction is the main teaching method used with this practice. Immediate feedback (including reinforcement and praise) and appropriate modeling are essential teaching techniques that have enabled this practice to be successful for the last six years.

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CASA GRANDE ELEMENTARY SCHOOL DISTRICT
CASA GRANDE, ARIZONA

Big Friends Reading Time

Students in first and third grade classrooms become partners in reading once a week. The first several weeks of school, the third-graders read to first-graders as big friends. As the first-graders gain reading skills, they begin to read to the third-graders. They share a library book or special story. They do not have the same partners each week. This practice could be implemented by any elementary school striving to improve reading skills.

The success of the practice is based on the improvement of reading skills which results when two teachers coordinate their classrooms for approximately 20 minutes a week. Reading independence is improved as children want to make a good impression on their partners. Listening and verbal skills are improved as students discuss and share with each other. Positive outcomes are measured primarily by observation as teachers notice that excitement for reading is generated and that students do not want to miss reading with their partners. To avoid any problems, the teachers should screen or be aware of students' reading abilities and interests. This practice has been used successfully for 15 years.

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CASA GRANDE ELEMENTARY SCHOOL DISTRICT
CASA GRANDE, ARIZONA

Cottonwood School Reading Time

This is a schoolwide recognition program for extracurricular reading. At the beginning of the year, reading students and teachers together select a theme for pleasure reading and set a goal for a number of books to be read. When the goal is attained, a special award is presented. Those who attain a goal of 100 or more books also become members of the 100 And Over Club. Favorite rewards are the bronze, silver and gold medallions for reading 50, 75 and 100-plus books. A different award is used each year based on the theme selected.

The success of the program is measured by the number of students receiving awards and using the library two or three times a week to exchange books. Children are recognized at the awards assembly for their achievement and we find that their attitude toward pleasure reading is quite positive. This practice has been in use for 15 years.

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CASA GRANDE ELEMENTARY SCHOOL DISTRICT
CASA GRANDE, ARIZONA

Curriculum Enrichment (Gifted) Program Rotation

The Curriculum Enrichment (Gifted) Program of the Casa Grande Elementary Schools consists of four full-time teachers servicing seven schools. Twice annually, the Curriculum Enrichment teachers rotate to different schools and serve the children at the new school for a period of three weeks.

Each teacher develops a unit unique to his/her talents and presents it to his/her new class. This creative approach gives the students a teacher well-qualified in the subject area as well as a different approach to learning styles. Unit topics have included Computers and Their Future, You and the German Language, Oceanography, What Is It? Simulated Stock Market, Less Known United States Presidents, Who Needs the Law? Genealogy, and Was Julius Caesar a Relative of Mine?

The rotation process affords all Curriculum Enrichment (gifted) students an opportunity to experience the expertise of a creative teacher for a three-week period even though that teacher is not their regular teacher. It also gives each Curriculum Enrichment teacher an opportunity to present lessons in areas wher he/she has a unique talent or interest. The practice has been a great morale booster for students and teachers.

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CASA GRANDE ELEMENTARY SCHOOL DISTRICT
CASA GRANDE, ARIZONA

Down With the Staff Handbook

At the beginning of each school year, it is important that school rules that are in a "Staff Handbook," be reviewed by all instructional staff members. This task is often time-consuming and approached with a lack of enthusiasm for reading through the rules, page by page. Instead, staff members who have had trouble remembering to follow certain policies or rules are asked to point them out through the use of humor. Once started, the biggest problem has been to get people to stop. Each staff member seems to have a favorite rule to make fun of. This practice could be duplicated at any school having minimal staff turnover.

Teachers find this practice most interesting and entertaining, causing them to become more involved in the discussion of the procedures.

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Saguaro Elementary School
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836-7661

CASA GRANDE ELEMENTARY SCHOOL DISTRICT
CASA GRANDE, ARIZONA

Evergreen School Lunch Program

The purpose of the lunch program is to encourage appropriate student behavior in a relatively unstructured school setting and to develop a mood of enjoyment associated with attending a favorite restaurant. Four cafeteria aides supervise student behavior using a positive reinforcement system designed to improve student behavior and demonstrate to students the consequences of their behaviors. The theme of the lunch program is "Catch Them Being Good." Aides look for students behaving appropriately and place an "I Got Caught Being Good" slip next to the student, in addition to giving verbal praise. Students also earn points for weekly, quarterly and yearly prizes.

The cafeteria aides need to be trained in methods of positive discipline; the principal needs to monitor the aides regularly. Teachers also must support the plan. Aides award points to students for behavior while entering, eating and leaving. The cafeteria is arranged to take away the institutional feeling and replace it with an atmosphere associated with restaurants. There are no ending bells.

Lunch time discipline problems have been rare during the last three years that this practice has been in use. A committee of teachers and aides updates and reevaluates the practice during the summer.

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CASA GRANDE ELEMENTARY SCHOOL DISTRICT
CASA GRANDE, ARIZONA

Slide Orientation for New Teachers

The in-service for new teachers describes the total school program to new personnel. All areas, such as Chapter 1, Special Education, Physical Education, Parent-Teacher Organization, Learning Center, and classrooms are covered via a slide presentation. As each picture appears, an opportunity exists for the administrator and returning staff members to explain the critical components of each program.

The in-service idea is easily implemented but requires some extensive preparation time to make slides of the school programs in operation. Subsequent years require less time to update the presentation. A minor problem which might be encountered would be scheduling a special time for new teachers to be in-serviced.

Other methods, in addition to the slide presentation, have been used. New teachers have been given questions to interview people in charge of special areas and then have reported their findings at a staff meeting.

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CASA GRANDE ELEMENTARY SCHOOL DISTRICT
CASA GRANDE, ARIZONA

Star of the Day

Staff members catch the children being good citizens, helping or being polite. The staff member puts the child's name, action, and teacher's name in a jar in the office. During the morning announcements, the principal reads the name of the "Star of the Day," the reason and the teacher who nominated the student. The star is awarded a school pencil.

Any school could use this program, but it can be effective only with the staff's cooperation. Paper awards, a handshake from the principal or a variety of other awards could be used.

The objective of "Star of the Day" is to reward positive behavior and increase students' self-esteem. Teacher observations and positive peer reactions are evidence of the success of the practice, which has been popular with both students and staff.

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CASA GRANDE ELEMENTARY SCHOOL DISTRICT
CASA GRANDE, ARIZONA

Words of the Week

"Words of the Week" is a vocabulary building practice initiated by the principal on a weekly basis. Each grade level is given a special word each week and the teachers list these words in their classrooms. These words are then used every day of the week so that the word becomes a working part of the child's vocabulary. A critical aspect of the program is how effectively the teachers and the whole staff use the new words, how often the new words are used and how relevant the words are to the children.

Teachers include the new words as part of the spelling list. Each student has to use the word in a sentence and in a conversation during the week. Teachers and students listen for the new words and are quick to compliment when the words are being used.

Ocotillo School serves a mixture of ethnic backgrounds. Students are approximately 40 percent Hispanic, 30 percent Native American and 30 percent Caucasian, located in a lower socioeconomic neighborhood. This practice has proven successful over the last three years and could be implemented at any school where improvement of student vocabulary is desired.

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CHANDLER UNIFIED SCHOOL DISTRICT
CHANDLER, ARIZONA

Calendar Clue Puzzle

To encourage use of reference tools and problem-solving thinking by the students, the puzzle is used on a weekly basis and is available to students using the library. Topics in the puzzle include historical figures, animals, geographical locations, inventions, and book characters. Clues are given during the week and students can check their accuracy. Students have increased their use of the library as a reference area and winners come back to the school after graduation to see the new puzzles. This program has been used 14 years.

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786-7040

CHANDLER UNIFIED SCHOOL DISTRICT
CHANDLER, ARIZONA

Dissection of Owl Pellets to Demonstrate Food Chain

Sanitized, deodorized owl pellets are ordered from the state of Washington. Each student is assigned a partner; the pair is given one owl pellet to dissect. Using a dissecting tool (turkey skewers had to suffice!), the children carefully separate the contents of their pellets. The hair or fur is set aside. The bones and teeth are grouped, then identified by using a skeleton chart of animals and birds commonly eaten by owls. Finally, the children reassemble the skeletons and glue them to cards.

Before doing this project, it is essential that children really understand what a food chain is. The only conditions necessary to match my classroom situation are knowledge of the specific subject matter and preparation of individual skeleton charts for the teams to use in identifying and reassembling the skeletons.

The effectiveness of this project is determined by how well the students can reconstruct and then identify the remains of the ingested prey. One problem that could be encountered is that some bones are not recognizable or are broken. In this case, the children simply reconstruct as well as they can.

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CHANDLER UNIFIED SCHOOL DISTRICT
CHANDLER, ARIZONA

Ecology Project

All students are encouraged to bring old newspapers and aluminum cans to school the first Friday of each month. The collection point is the front of the school where two pickup trucks are waiting. Volunteers help load the bound papers into one truck and the bagged cans into another truck from 8:00 to 8:45 a.m. At 8:45 the trucks are driven to a local recycling center. Advertising is accomplished through the school newsletter, fliers sent home and posting a large banner on the front of the school during the appropriate week. This practice has been in use for five years.

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CHANDLER UNIFIED SCHOOL DISTRICT
CHANDLER, ARIZONA

Fitnessgram System

Fitnessgram is a state-of-the-art youth fitness testing and reporting system. It is more than a test. Following participation in a health-related assessment, fitnessgram provides meaningful feedback to students, teachers, and parents through an informative, personalized report card. A comprehensive awards program designed to emphasize and reward exercise behavior is an important component to the Fitnessgram System.

After the students participate in the testing program, results are entered into a computer and personalized reports are printed for each student using Fitnessgram System software. The teacher also may generate a statistical report that provides an overview of class results. An Apple IIe or IBM-PC computer with two disk drives or a hard disk may be used. The software is very "user friendly" and may be used by someone not familiar with computers.

The success of the program was determined by the vastly increased positive feedback from parents and students. It also can be measured by the number of students who have earned awards as compared to previous programs. Twenty-four percent more students earned the award in spring 1986 compared to spring 1985. The Fitnessgram program can generate statistical reports which document improvement from year to year. The software is free from the Institute for Aerobic Research in Dallas, Texas. A small fee is charged for the computer cards that the report must print on. A new text is also available to help teachers plan lessons that teach fitness. "Teaching Strategies for Improving Youth Fitness" by Dr. Charles Corbin and Dr. Robert Pangrozi is an excellent addition to any physical education teacher's library.

Contact: Liane Mastalerz
Knox Elementary School
700 West Orchid Lane
Chandler, AZ 85224
786-7100

CHANDLER UNIFIED SCHOOL DISTRICT
CHANDLER, ARIZONA

Frye Homework Policy

To reinforce skills, communicate programs to parents and effect schoolwide guidelines, a copy of the class homework policy is sent home with each student. Each parent is asked to sign the policy and return it to school. Parents have been supportive of the program and communication between school and home has improved. The practice has been in use for eight years.

Contact: Raymond J. Polvani
Frye Elementary School
801 East Frye Road
Chandler, AZ 85225-5699
786-7050

CHANDLER UNIFIED SCHOOL DISTRICT
CHANDLER, ARIZONA

Good Citizenship Recognition

Every month each classroom selects one or two students to represent the class as its good citizen(s). The students being honored have their names announced during the morning announcements and receive an award signed by the teacher and the principal. The good citizen eats lunch at a special table with the school principal and other good citizen students. First through third grades are honored on the second to the last day of the month and fourth through sixth graders are honored on the last day of the month. The principal serves the honored students a special treat. The program has been in use for five years.

Contact: Maria M. Worth
Erie Elementary School
1150 West Erie Street
Chandler, AZ 85224
786-7040

CHANDLER UNIFIED SCHOOL DISTRICT
CHANDLER, ARIZONA

Junior Great Books Program

A small group of 10-14 students sit in circle formation with a trained leader or teacher. The leader asks factual, interpretive, or evaluative questions about a selection from the Junior Great Books that all the students have previously read. The readings are chosen because of their literary merit and because they lend themselves to different interpretations, yielding more meaning in discussions with other students. The students in the program are high academic achievers. The practice has been in use for six years.

Contact: Rita Nuest/Kim Wilson/Beth Williams
Erie Elementary School
1150 West Erie Street
Chandler, AZ 85224
786-7040

CHANDLER UNIFIED SCHOOL DISTRICT
CHANDLER, ARIZONA

Kindergarten Orientation

To help kindergarten children make a smoother transition to the first grade, groups of kindergarten children visit the first grade classroom. The first grade children act as the hosts/hostesses for the classes and show the children around the room. The first grade teacher explains the room and points out the similarities between the grades. The visits are four half-hour sessions during the last two weeks of school. The evaluation showed that this practice was very successful at reducing stress and proved helpful to the young students. Based on the worthwhile results of this practice over the last five years, we have introduced a similar program for incoming kindergarten children.

Contact: Dorothy Deschenes
Erie Elementary School
1150 West Erie Street
Chandler, AZ 85224
786-7040

CHANDLER UNIFIED SCHOOL DISTRICT
CHANDLER, ARIZONA

Principal's 100 Club

The Principal's 100 Club is a schoolwide, ongoing reading program that has been incorporated into the curriculum. Children select books that they want to read from a list of 100 titles. Each book read is recorded by the parent on a signed voucher. Parents discuss the book with the student and then return the voucher to be recorded on the large chart in the school. Students receive awards after reading 5,10, 15 and 30 books. The value of the award increases with the number of books read. The top award is the Principal's 100 shirt. There are 315 to 513 eligible students in the club. This practice has been used successfully for eight years.

Contact: Raymond J. Polvani
Frye Elementary School
801 East Frye Road
Chandler, AZ 85225-5699
786-7050

CHANDLER UNIFIED SCHOOL DISTRICT
CHANDLER, ARIZONA

The A-Team (The Art Team)

In order to teach responsibility, this class combines committee work into art lessons. Each month a committee of four volunteer students is picked. Each committee sets its meeting schedule and selects six one-hour art activities from a "how-to" book. Four selections are approved by the teacher. The committee then plans how and when needed materials will be collected and distributed. This practice has been in use for four years.

Contact: Mary Lou Carpenter, Principal
Knox Elementary School
700 West Orchid Lane
Chandler, AZ 85224
786-7100

CRANE ELEMENTARY SCHOOL DISTRICT
YUMA, ARIZONA

Companion Study Reading

California Achievement Test scores determine the need in the reading area. The purpose of the practice is to improve reading skills and make significant gains in decoding and comprehension skills. It is a mixed-ability classroom situation where more able students work with those having fewer skills. Instruction methods used are teacher-led group instruction, peer tutoring, in-class tutoring by parent volunteers and home tutoring by parents. Twenty parents have become certified to tutor with the Metra materials. Parents of bilingual students receive instruction on how to tutor their children and other parents work with teacher direction to help their children. This practice has been in use for five years.

Contact: Judy Bishop
Crane Pueblo Elementary School
2803 West 20th Street
Yuma, AZ 85364
782-3841

CRANE ELEMENTARY SCHOOL DISTRICT
YUMA, ARIZONA

Gross Motor Program

Kindergarten students with motor deficiencies in running, agility, balance, bilateral coordination and/or strength are the focus of this practice which has been in use for five years. Based on individual diagnosis, each student receives a prescribed program designed to eliminate the deficiency. The structure program could include manipulative activities, tumbling, ball handling and other activities. The program could be adapted to include students through third grade since the skills involved are sequential.

Contact: John V. Diebold
H. L. Suverkrup School
1590 Avenue C
Yuma, AZ 85364
782-9271

DEER VALLEY UNIFIED SCHOOL DISTRICT
PHOENIX, ARIZONA

Honor Roll Recognition Activities

To honor those students who have attained academic excellence, each quarter the students' grades are totaled. Those students who meet the criteria are placed on the Honor Roll Activities lists. There are three lists (Principal's List, Academic List, Honor Roll) and activities are planned according to the list the student is on. This practice has been used for nine years.

Contact: Janet Altersitz, Principal
Desert Sky Junior High School
5130 West Grovers
Glendale, AZ 85308
866-5821

DEER VALLEY UNIFIED SCHOOL DISTRICT
PHOENIX, ARIZONA

Individual Vocational Education Planning (IVEP)

During freshman year, special services students participate in the development of an Individual Vocational Education Plan through Special Services Career Lab. Students' interests, aptitudes and abilities are identified. The results are used to develop a four-year plan for completion of each student's vocational goal. The student receives assistance from an instructional technician in the form of additional demonstrations, preparation for tests and help with written work. The technicians have been especially effective in assisting students with written tests and assignments that they were unable to complete in the regular classroom setting.

Contact: Judy Lawson
Deer Valley High School
18424 North 51st Avenue
Glendale, AZ 85308
866-5857

DEER VALLEY UNIFIED SCHOOL DISTRICT
PHOENIX, ARIZONA

Mathematics Their Way

The multisensory approach to math is highly motivating. Students manipulate various objects that teach them concepts involving sorting, classifying, counting and graphing. The basic arithmetic processes of addition, subtraction, multiplication and division, as well as place value, and the comparison of length, weight, duration and quantity are all part of this program.

Students must collect and contribute items from their own environment. This allows the child to understand that he/she is a needed and necessary part in his/her learning. After collections are made, students need time to explore the potentials and limitations of various materials. Before they can be expected to manipulate them in the way the teacher instructs, they need time to manipulate them in their own way—hence, Mathematics Their Way.

Much of the assessment and evaluation of the children's progress must be done through teacher observation rather than paper and pencil testing. The teacher needs to spend more time observing and working with the children than grading papers and testing.

Contact: Christine Esch
Desert Winds Elementary
19825 North 15th Avenue
Phoenix, AZ 85027
581-7935

DEER VALLEY UNIFIED SCHOOL DISTRICT
PHOENIX, ARIZONA

Weekly Homework/Assignment Sheets

The practice was developed to help the students know what assignments were being given out that week. Parents also are involved since they will know what assignments have been given to the student.

On Monday, the students receive a homework assignment sheet in five core subjects. Parents will be able to check homework by becoming acquainted with this sheet. If a student is absent, the parent can go to the attendance office to pick up the assignment sheet. This practice has been used successfully for nine years.

Contact: Janet Altersitz, Principal
Desert Sky Junior High School
5130 West Grovers
Glendale, AZ 85308
866-5821

FLAGSTAFF UNIFIED SCHOOL DISTRICT
FLAGSTAFF, ARIZONA

Becoming an Author

The students write, edit and produce a book. The purpose is to have students improve their reading and writing skills. The project ends with an Author party. The students prepare and send out announcements, arrange for media, videotape coverage and practice oral reading. The party involves students, parents, teachers and administration in an ice cream social with a program where students read their stories aloud to the audience. This is publication!

This practice has been in use for eight years.

Contact: Diane Sohm/Cindy Pickett
Flagstaff Junior High School
755 North Bonito Street
Flagstaff, AZ 86001
773-8150

FLAGSTAFF UNIFIED SCHOOL DISTRICT
FLAGSTAFF, ARIZONA

Classroom Newspapers

A topic is chosen bimonthly for the children to write a short story. The student starts with an oral presentation and then writes the story to be placed in a newspaper. The stories are copied exactly as written and the students illustrate the story before the newspaper is xeroxed. Each student receives a copy of all the completed stories.

Contact: Diana Hopper
Lura Kinsey Elementary School
1601 South Lone Tree
Flagstaff, AZ 86001
779-6455

FLAGSTAFF UNIFIED SCHOOL DISTRICT
FLAGSTAFF, ARIZONA

Conservation of Natural Resources in Grand Canyon Region

Using an integrated curriculum during March and April, instructional units, guest speakers and a daily physical fitness program prepare sixth graders for a hike into the Grand Canyon. Before the hike, students are expected to know the various rock layers and how to graph them, effects of Glen Canyon Dam on the Colorado River, interrelationships of Canyon plant and animal life, and the impact of man's recreational and economic interests in the Grand Canyon. Students are expected to correctly spell key words relevant to this study and after the hike, they put their experiences into an essay. This practice has been used successfully for 18 years.

Contact: Ed Piper
Sechrist Elementary School
North Fort Valley Road
Flagstaff, AZ 86001
773-4020

FLAGSTAFF UNIFIED SCHOOL DISTRICT
FLAGSTAFF, ARIZONA

"Hear Today . . . Play tomorrow" (A Music Ear Training Program)

This program was developed at Flagstaff Junior High School to fill a void in music training. It is a required course for seventh graders, and eighth and ninth grade students can take a continuing course as an elective. The computer is used to develop the correlation of visual, aural and physical applications. The goal is to develop the ear to the extent that a student can turn visual notation into sound without the aid of an instrument.

This practive has been used for 10 years. The computer programs have been published and are being used internationally.

Contact: Penny Pursell
3181 Little Drive
Flagstaff, AZ 86001
779-1054

FLAGSTAFF UNIFIED SCHOOL DISTRICT
FLAGSTAFF, ARIZONA

Hopi Pen Pal Exchange

Second grade teachers meet with the teachers at a nearby Indian school for one-half day to match students of similar interests for a pen pal activity. The students then write an introductory letter to their Indian pen pal telling about their family, their likes and dislikes, favorite food, etc. After six months of corresponding with their pen pals , the students take a trip to the Indian reservation. Children visit the villages where they witness Indians in full costume performing dances. They also visit the school, the cultural center, and eat a traditional Indian meal. Students participate in the various fund-raising activities to earn money for the bus trip.

Contact: Diana Hopper
Lura Kinsey Elementary School
1601 South Lone Tree
Flagstaff, AZ 86001
779-6455

FLAGSTAFF UNIFIED SCHOOL DISTRICT
FLAGSTAFF, ARIZONA

Owl Pellet Investigation

To give students a hands-on experience with an emphasis on environmental education, students gain awareness into the diet of a barn owl by dissection of the pellet. Success of the lesson can be determined by how well students reconstruct the skeleton parts found in these pellets. This practice has been in use for six years.

Contact: Richard Prickett
W. F. Killip Elementary School
2300 East Sixth Avenue
Flagstaff, AZ 86001
773-4080

FLAGSTAFF UNIFIED SCHOOL DISTRICT
FLAGSTAFF, ARIZONA

Panther Typing Service

Panther Typing Service is a student-run business for students and staff of Coconino High School. This activity culminates the office skills, job skills and human relation skills that have been studied in Vocational Office Practice class. Speakers from the community that run a typing business are invited to speak to the class. Then the students start their business from scratch with the end result of donating all monies earned to a worthy cause, such as Make-A-Wish Foundation.

Panther Typing Service's success is determined by how well the students develop their newly acquired skills. Since they are charging for a service and striving to build a business within the school, they must produce quality work. Their advertising must be top-notch to draw students/staff to the business. These people must leave as satisfied customers to have the business thrive.

This practice provides knowledge of our free enterprise system and gives students the opportunity to learn by involvement. It has been used for six years.

Contact: Joan Ingols
Coconino High School
2801 North Izabel
Flagstaff, AZ 86001
773-8200

FLAGSTAFF UNIFIED SCHOOL DISTRICT
FLAGSTAFF, ARIZONA

Proficiency in the Use and Value of Money

The purpose of this practice is to teach third grade students how to understand and use money wisely. Students learn the proper placement of the decimal and dollar sign. The class builds a store and a bank as a social studies unit. The students stock the store, price the articles, make the displays and run the store. Each student keeps a checkbook and learns simple bookkeeping for the store sales. Included in the learning is wise decision buying according to the money they have earned in class. Students do creative writing to express why they purchased the article and what they would buy if they had all the money they wanted. This practice has been used successfully for 13 years.

Contact: Patsy Baker
Sechrist Elementary School
North Fort Valley Road
Flagstaff, AZ 86001
779-6465

FLAGSTAFF UNIFIED SCHOOL DISTRICT
FLAGSTAFF, ARIZONA

Weekly Letter to Parents

To stimulate parent involvement and interest, the teacher prepares a weekly one-page typed newsletter with simple line drawings. The letters give the week's objectives, invite parents to attend school activities and occasionally ask for parent responses to insure that the letters are going home with the students. These weekly letters achieve two worthwhile objectives: parents are kept informed of classroom activities and they are made aware of how they can help their child at home. Personal notes can be added to the letter regarding a child's problem or achievement.

Contact: Martha Taylor
Knoles Elementary School
4005 East Butler
Flagstaff, AZ 86001
773-4120

FLOWING WELLS UNIFIED SCHOOL DISTRICT
TUCSON, ARIZONA

Daily Student Journals

Before school begins, the teacher should buy composition booklets or construct three-ringed paper-filled folders of at least 50 pages. Journal writing should begin the first day of school and continue throughout the school year on a daily basis. This practice was used for four years to improve student writing skills, but was recently discontinued due to time constraints.

Contact: Margaret Lott
Homer Davis Elementary School
4250 North Romero Road
Tucson, AZ 85705
887-1100

FLOWING WELLS UNIFIED SCHOOL DISTRICT
TUCSON, ARIZONA

Economics

All third grade students participate. During this project, they learn about economics in regard to: buying and selling merchandise, advertising, inventory, profit and loss, applying for and repaying a loan, and learning how to set up a store. At the end of this unit the students set up and run a store. They learn how to make change and decide what to do with the money earned from the store. They have a pre- and post-test. The practice has been in use for six years.

Contact: Vicky Anzaldua/Shirley Fisher
Homer Davis Elementary School
4250 North Romero Road
Tucson, AZ 85705
887-1100

FLOWING WELLS UNIFIED SCHOOL DISTRICT
TUCSON, ARIZONA

Fourth Grade Operetta

The students are creating their own work for musical theater based on Arizona environment and history. With assistance from the music teacher and classroom teacher, the children first develop a story idea. They discuss the elements of a great story. Working in small groups, they write five or six stories. These are then read to the rest of the class, and children assign a number value of 1-5 to different critical areas decided upon earlier. A story is chosen and at this point, characters are discussed so that as scripting begins the characters will stay in character. A workday is held to create scenery. Prior planning includes having the class see the whole picture and then breaking it up into jobs. The key ingredients are to keep it simple and allow children to create. Don't make it a polished performance. This practice has been used for four years.

Contact: Mary M. DeStefano
Robert Richardson Elementary School
6901 North El Camino de la Tierra
Tucson, AZ 85704
887-1100, ext. 372

FLOWING WELLS UNIFIED SCHOOL DISTRICT
TUCSON, ARIZONA

Good Self-Control and Good Worker Cards

The practice of having a "Good Self-Control Board" is a variation of the Assertive Discipline Plan. It enables the teacher to recognize and reward appropriate behavior, as well as to correct inappropriate behavior.

Each child's name is written on a chalkboard in a prominent place. A star is placed by a child's name for appropriate behavior. The teacher uses a random and subjective approach when selecting students for stars. A check mark is placed beside a child's name for inappropriate behavior—this is done after at least two children have received stars. A code for inappropriate behavior, i.e., L—not listening, P—playing, has been incorporated.

Good Worker Cards are the concrete equivalent of stars and make it convenient for the teacher to award stars while engaged in teaching activities. The cards are appealing to the child, laminated, kept in a convenient place and reused.

Each Friday, children who have earned more stars than checks are given an award. Each child knows how many stars he or she has earned. The child or children who have earned the most stars pick a prize or receive a treat. The entire group of "Good Self-Control" children may be rewarded with treats, movies or parties. This practice has been in use for ten years.

Contact: Elizabeth Milosevich
Robert Richardson Elementary School
6901 North El Camino de la Tierra
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887-1100, ext. 371

FLOWING WELLS UNIFIED SCHOOL DISTRICT
TUCSON, ARIZONA

How Was My Day?

A chart entitled "How Was My Day?" is displayed in the classroom. At the end of each school day the teacher records the names of the students on the chart with the work completed by each. At the end of the week children who have five positive studies turn them in for prizes. Rules are posted in the room for all students to see. The practice has been used for three years.

Contact: Joan Sheridan
Homer Davis Elementary School
4250 North Romero Road
Tucson, AZ 85705
887-1100

FLOWING WELLS UNIFIED SCHOOL DISTRICT
TUCSON, ARIZONA

Sharing With A Purpose

A monthly sharing calendar is sent home indicating areas which will be studied for the month. By consulting the calendar the child will know when to bring in his or her item. For example: bring something that begins with R, something that has a number 3 on it, triangle, something that grows, etc. The children are expected to talk about what they brought and how it correlates with the specific curriculum areas. This practice has been used for five years.

Contact: Kathy Ahearn/Karen Pluth
Homer Davis Elementary School
4250 North Romero Road
Tucson, AZ 85705
887-1100

FLOWING WELLS UNIFIED SCHOOL DISTRICT
TUCSON, ARIZONA

Students in Action (S.I.A.)

There are 115 student members in the program and it is growing. Teaching staff work with the students to encourage a singleness of focus and establish a sense of concern and caring. An academic hotline is operated after school and in the evening by student tutors to help other students in need of assistance. This practice has been used for three years.

Contact: Nic Clement, Principal
Flowing Wells High School
3725 North Flowing Wells Road
Tucson, AZ 85705
887-1100

FLOWING WELLS UNIFIED SCHOOL DISTRICT
TUCSON, ARIZONA

Walter Street Journal

The Douglas School newspaper, *Walter Street Journal*, is published three to four times per year. The process is a joint effort between the classroom teachers, students, Reading Lab Teacher and Reading Lab Aide.

Contact: Elaine Nicholson
Walter Douglas Elementary School
3302 North Flowing Wells Road
Tucson, AZ 85705
887-1100

FLOWING WELLS UNIFIED SCHOOL DISTRICT
TUCSON, ARIZONA

Weekly Student Progress Reports

Every Friday, students are given a progress report which shows those assignments that have been completed and notes any unfinished work. The report also notes student behavior and academic performance. Parents feel informed and involved and students become more responsible for their actions. This practice has been used for six years.

Contact: Donald Jay Stanforth
Laguna Elementary School
5001 North Shannon Road
Tucson, AZ 85705
887-1100

FLOWING WELLS UNIFIED SCHOOL DISTRICT
TUCSON, ARIZONA

"Youth Can Prevent Crime Too" Club

The "Youth Can Prevent Crime Too" Club has been established at Homer Davis and Walter Douglas Elementary Schools with cooperation from the Tucson Police Department and the Pima County Sheriffs Department. There are 24 club members from the fourth and fifth grades at each school. These children are responsible for teaching all students in grades K-5 about drug awareness, ways to reduce crime, how to stay safe and appropriate methods for handling emergencies. As club members, these students are required to keep up with their school work and be good role models for the school and community. This practice has been in use for seven years.

Contact: Todd Autenreith
Walter Douglas Elementary School
3302 North Flowing Wells Road
Tucson, AZ 85705
887-1100, ext. 351

or

JoAnn Edwards
Homer Davis Elementary School
4250 North Romero Road
Tucson, AZ 85705
887-110, ext. 341

GANADO UNIFIED SCHOOL DISTRICT
GANADO, ARIZONA

Outdoor Education

The purpose of this week-long camp session is to provide students with knowledge of their environment and the wise use of resources, in addition to their cultural experiences. During the first semester, sixth-grade teachers are oriented to the objectives and activities. After a planning session, a coordinator is selected and the date for the camp is set. The schedule of classes and activities is planned. Staff and volunteers (cook, school nurse, etc.) are designated. The students plan the menus as part of the activity. Some of the areas covered during the camp session are: angling, orienteering, games, Navajo history and outdoor education such as plant identification and patterns in plants. The week-long camp experience gives students an awareness of our environment and the misuse to which it is subjected.

This practice has been used for 11 years.

Contact: Bessi Yazzie
Ganado Middle School
Ganado, AZ 86505
755-3436, ext. 251

GILBERT UNIFIED SCHOOL DISTRICT
GILBERT, ARIZONA

Aeronautics and Aviation Unit

This activity is held the last three weeks of the year to create interest in science-related career opportunities. Some of the topics covered are: history of aviation, principles of flight and careers in aviation/aeronautics. Students learn to build and launch a rocket and a tissue-and-balsa airplane. The class has guest speakers and films from Williams Air Force Base. Field trips are taken on Saturday mornings.

Contact: Jeff Compton
Gilbert High School
1101 East Elliot Road
Gilbert, AZ 85234
497-0177

GILBERT UNIFIED SCHOOL DISTRICT
GILBERT, ARIZONA

Computerized Objectives and Criterion-Referenced Testing

The administration, with the help of the teachers, developed 39 subject area objectives and tests. These instruments are contained on a disk and can be changed and updated as needed. By scanning answer sheets on the computer, each student receives a print-out of all skills with percent of mastery for each. Principals and teachers receive appropriate records for the improvement of instruction. All of the information is printed professionally by a laser printer. Teachers work closely with the students to help them achieve their goals in the classroom. This practice has been used for six years.

Contact: Dr. Leona Shreve
Gilbert School District Office
P. O. Box 1
Gilbert, AZ 85234
892-0545

GILBERT UNIFIED SCHOOL DISTRICT
GILBERT, ARIZONA

Mexican War Game

The teacher of this practice developed a game to stimulate students' interest in history. Students are given a map of California, Arizona and Mexico with directions to trace the roots of a three-pronged attack against the Republic of Mexico which would prove a victory to the President of the U.S. in the year 1846. Each attack should include the name of the commanding general, i.e., Taylor is the Master of Artillery, Kearny is superior at Cavalry and Scott has experienced Infantry with the use of the Marines.

Contact: David Ashley
Gilbert High School
1101 East Elliot Road
Gilbert, AZ 85234
497-0177

GILBERT UNIFIED SCHOOL DISTRICT
GILBERT, ARIZONA

Student Computer Programming Adventure

Students learn the Basic language commands and procedures during the first 12 weeks of the semester. They learn how to write an adventure program having 8-10 decision points. First the students look at examples of adventure programs (commercial, public domain and student written). Then they draw a map or simple flowchart showing the steps their adventure will take. Next, they determine which line numbers each section of the map will have. Finally, they write their program. This part of the process takes 5-7 weeks, one-half hour per student per day at the computer. Students can work in teams on one adventure. Note: This practice is not being taught currently, but information is available to devise a similar course.

Contact: Mary Knutson
Mesquite Junior High School
P. O. Drawer 1
Gilbert, AZ 85234
926-1433

GLENDALE UNION HIGH SCHOOL DISTRICT
GLENDALE, ARIZONA

Creative Writing Contest

The purpose of the contest is to motivate students to attempt creative writing, encourage them to write to the best of their abilities, and provide schoolwide recognition to those who excel. The contest coordinator develops a set of rules and an entry form. The coordinator publicizes the contest, recruits the judges, tallies the judges' responses, and arranges for recognition and prizes for the winners. Parents are encouraged to become involved in providing prizes and judges. Working with the PTA shows students that parents, as well as teachers, value good writing.

Entrants are judged on content, style, language structure, spelling and grammar in the prose or poetry submitted. Students are rewarded for the best writing and a plaque is made to display the winners' names. This practice has been in use for seven years.

Contact: Terri Fields
Sunnyslope High School
35 West Dunlap Avenue
Phoenix, AZ 85021
861-8560

GLENDALE UNION HIGH SCHOOL DISTRICT
GLENDALE, ARIZONA

Instructional Management System

The instructional management system was initiated to meet the community's charge to the district to improve student competency in basic skills and was expanded to include social studies, science, staff development and a writing assessment program.

Contact: Jim Kieffer
Glendale Union High School District Office
7650 North 43rd Avenue
Glendale, AZ 85301
435-6025

GLENDALE UNION HIGH SCHOOL DISTRICT
GLENDALE, ARIZONA

Viking Ambassadors

Each spring, faculty members screen students who desire to participate in this honor service club. Students must show maturity and dependability, and have grades of "B" or above. Viking Ambassadors are assigned to aid new students on their first day at school. They assist the new students in finding lockers, introduce the student to teachers, eat lunch with the student, etc. In addition to their work with new students, Ambassadors sponsor an annual faculty appreciation week, provide for a needy family at Christmas, assist the local Optimist Club with a Christmas party for underprivileged children, and serve as hosts for the school whenever needed.

Contact: Marilyn West/David Smith
Sunnyslope High School
35 West Dunlap Avenue
Phoenix, AZ 85021
861-8560

GLOBE UNIFIED SCHOOL DISTRICT
GLOBE, ARIZONA

Bowling Program

As a part of the physical education program in the school, students are bussed to the bowling alley to learn the techniques of bowling. Students bowl on a weekly basis. Special education students can be included in this activity. This practice has been in use for three years.

Contact: Claudia Marek
Globe Junior High School
501 Ash Street
Globe, AZ 85501
425-7105

GLOBE UNIFIED SCHOOL DISTRICT
GLOBE, ARIZONA

Noon Time Intramurals

At the beginning of each school year each homeroom teacher receives the following information: team sign-up sheets (one for their boys' team and one for the girls' team), a yearly schedule of the seven activities that students can participate in, a specific schedule of dates and teams playing during that particular time period, a duty sheet for team captains and the rules that will be followed for the sport involved. New team sheets, rules sheets, and captains' duties sheets are given out at the beginning of each new activity. Seventh grade girls play seventh grade girls, eighth grade girls play against other eighth grade girls. The same is true for the boys. Girls and boys games are held on alternating days since only one teacher is available to referee and coordinate the entire program. This practice has been in use for three years.

Contact: Claudia Marek
Globe Junior High School
501 Ash Street
Globe, AZ 85501
425-7105

KYRENE ELEMENTARY SCHOOL DISTRICT
TEMPE, ARIZONA

ESL Program for Limited English Proficent Students—K-8

Certified ESL staff: (1) work with students on an individual basis to develop communicative competence and to provide students with skills and strategies for school success and (2) provide indirect service through consultation with regular classroom teachers.

Contact: Rita van Loenen
Kyrene District Office
8700 South Kyrene Road
Tempe, AZ 85284
496-4690

KYRENE ELEMENTARY SCHOOL DISTRICT
TEMPE, ARIZONA

K-3 Paraprofessional Training Practice

The school district's K-3 program is based on the addition of a cadre of paraprofessionals who provide intensive, small-group instruction and an extended instructional day for identified high-risk K-3 students. This practice has been in use for four years.

Contact: Bonnie Rabe
Kyrene District Office
8700 South Kyrene Road
Tempe, AZ 85284
496-4692

MADISON ELEMENTARY SCHOOL DISTRICT
PHOENIX, ARIZONA

Parents As Reading Partners

The school sends home a blank calendar each month that is to be marked on a daily basis for reading aloud, either the parent or child, for 15 minutes. At the end of each month the child receives a prize from the treasure chest if he/she has read for at least 20 days. At the end of the school year the child receives a certificate of participation. This practice has been in use for four years and is appropriate for K-3 grade levels.

Contact: Marilyn A. Harvey
Madison Richard Simis School
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Phoenix, AZ 85020
943-3494

MARANA UNIFIED SCHOOL DISTRICT
MARANA, ARIZONA

Memory Book Production

The purpose of the practice is to have students learn how to construct a yearbook. The teacher takes the pictures and the students place names with the pictures. An Editor and Associate Editor are chosen. They are in charge of choosing the cover and color. Other students put the grades and students' names in alphabetical order. Volunteers type up class lists and captions. The school sponsors pizza nights to defray the cost of publishing the book.

This practice has been in use for five years and also can be done as an after-school club.

Contact: Cindy Lange/Shirley Mundell
Butterfield Elementary School
3400 West Massingale Road
Tucson, AZ 85741
744-3414

MARANA UNIFIED SCHOOL DISTRICT
MARANA, ARIZONA

Staff Development Program

The Staff Development Program in the Marana Unified School District contains two major components: Certified Staff Development component for administrative and instructional staff, and a Classified Staff Development component for business, maintenance and support staff.

The goal and purpose of the program is to develop and implement in-service practices which promote excellence and the growth and development of the entire school system.

In-service opportunities encourage effective quality instruction, as well as strong instructional and supervisory leadership and are based on the most current effective educational and management research and practices.

Results are:

- Increased participation in in-service training opportunities,
- Positive, favorable evaluations of in-service training sessions,
- Positive, favorable evaluations of practice and coaching sessions, and
- Improved achievement test scores of students.

Contact: Holly Floden
Marana School District
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Marana, AZ 85653
623-8431

MESA UNIFIED SCHOOL DISTRICT
MESA, ARIZONA

Book Talks

First, librarians from the young adult section of the Mesa Public Library present (oral) Book Talks to my classes (in person and/or on videotape) to introduce new books to students and demonstrate overall "Book Talking" process. Students then select a book of their choice from the school or public library. They are given homework credit for reading their book(s) at home. Parents sign a weekly reading record to verify student reading and some time also is allowed in class. I cover story elements (e.g., setting, characterization, plot, and conflict) in class, show films on oral presentations and review aspects of good public speaking. I then present an oral Book Talk over a short book I first read to the class, demonstrating my use of literary elements, note cards, and oral delivery. I further demonstrate note-taking procedures for Book Talks and guide student practice as they begin taking notes for their upcoming Book Talk to the class. (Note cards are provided as is an alternate 8-1/2" x 11" note sheet that utilizes a "mapping" technique for listing notes on literary elements that need to be covered.) Students practice using their notes in small groups. They also hand-deliver a letter to their parents stating date(s) for Book Talks, suggesting practice time at home, and inviting parent participation. Students choose the order in which their Book Talks will be given. On day(s) of Book Talks, one student from each class volunteers to serve as timer (two-minute minimum required), and all students fill out an evaluation sheet as each speaker begins. Book Talks conclude with a "consensus grade" being given by the entire class to each speaker based on criteria earlier established (story elements, notes, volume, eye contact, etc.). Videotaping is provided for those who request additional feedback and/or challenge. Three or four Book Talks are given by students each semester. Students are seldom at a loss for choosing a book to read as they are introduced to so many during the course of the semester. This practice has been in use for four years.

Contact: Catherine A. Plechette
Fremont Junior High School
1001 North Power Road
Mesa, AZ 85207
396-1700

MESA UNIFIED SCHOOL DISTRICT
MESA, ARIZONA

Ellis Island Immigration Unit/Simulation

To create interest and understanding of the United States as a nation of immigrants, a special unit was created that focused on immigration. Students are provided with background information through readings, films, lecture, and discussion. Each student actively participates by assuming an immigrant character. Through research, students create an autobiography, documents to substantiate their character, and gain ideas on how to portray their character. Portrayal of their character takes place during the Ellis Island simulation. On that day, students, in character, are processed through the stations of Ellis Island. Background information is provided by adapting a simulation from *Interact*. Films come from the district resource center and we order special topic books on immigrant groups.

The students' success is determined by their portrayal of the immigrant character and by their creation of documents and an autobiography. An additional activity can be added by having students write a letter to the "old country" about their Ellis Island experience. This practice has been in effect for three years.

Contact: Maureen O'Reilly/Margaret Wilkinson
Rhodes Junior High
1860 South Longmore Drive
Mesa, AZ 85202-5799
831-5756

MESA UNIFIED SCHOOL DISTRICT
MESA, ARIZONA

Mesa Vo-Tech's $3.98 Educational Special

This community awareness project helps increase public awareness and appreciation of vocational education. After selecting four mini-courses for the event, Mesa Vo-Tech advertises the $3.98 Educational Special through various media. Interested adults register for one of the courses, pay the fee and assemble in the school restaurant for a continental breakfast, welcome and orientation. They attend a two-and-one-half-hour mini-course where the vocational teachers describe their regular courses and the tasks the group will complete. The adults use necessary tools and equipment to perform their tasks. Students are sometimes used as aides. During lunch, presentations are given and each participant receives a vocational skill profile and a certificate of completion. This practice has been in use for seven years.

Contact: Sue Thomas
Assistant to the Principal
Mesa Vo-Tech
200 South Center
Mesa, AZ 85202
898-6104

MESA UNIFIED SCHOOL DISTRICT
MESA, ARIZONA

Music Dictation

The music dictation tests were developed as an aid to sight reading and are given weekly to help students become better readers of music. They develop the skill of hearing the music in the mind before singing what is written on the page. Sixth grade students with adequate instruction could benefit from music dictation as well as junior high students. This practice has been used for seven years.

Contact: Jean L. Perry
Fremont Junior High School
1001 North Power Road
Mesa, AZ 85207
396-1700, ext. 1969

MESA UNIFIED SCHOOL DISTRICT
MESA, ARIZONA

Partnership in Planning Model

Parents, teachers, and building-level administrators have ownership in the Chapter I program which was developed and planned by actively involving all interested groups at each building level. Based on needs assessment data, achievement test data and allocation figures, schools can best determine the priorities and use of supplemental Chapter I monies to enhance the basic skills area of the curriculum.

The Partnership in Planning model has supplemented and integrated objectives with the K-3 Foundational Skills Plan. Decisions for program options are based on effective organizational management and research of data. This process gives principals a more active role in determining the use of compensatory educational funding. This practice has been in use for three years.

Contact: Greg Smolkovich
Mesa District Office
549 North Stapley Drive
Mesa, AZ 85203
890-7057

MESA UNIFIED SCHOOL DISTRICT
MESA, ARIZONA

Schoolwide Study Skills Program

Teachers in six junior highs (grades 7 through 9) and one high school (10-12) participate in a training program to implement a study skills approach to teaching. They are expected to implement the methods so that students transfer the skills to all required academic areas as well as art, P.E., industrial arts, home economics and music. Teachers from all content areas participate. This practice has been in use for ten years.

Contact: Gayle Smith
Mesa Public Schools
2700 East Brown Road
Mesa, AZ 85203
898-4930

MIAMI UNIFIED SCHOOL DISTRICT
MIAMI, ARIZONA

Developmental Reading Practice

The practice for remedial reading students was organized around the concept of mastery in basic language, vocabulary, comprehension, and competency skills. Each student is pre- and post-tested and tested frequently during the semester to learn what his/her strong areas are. The program offers a variety of instructional methods. Teachers' styles and assessment measurements are individualized prescriptions according to the students' needs. The students' growth performance is stressed. This practice has been in use for seven years.

Contact: Donna Rae Hutchins
Lee Kornegay Junior High School
P. O. Drawer H
Miami, AZ 85539
425-3271, ext. 41

MURPHY ELEMENTARY SCHOOL DISTRICT
PHOENIX, ARIZONA

Early Prevention of School Failure

The program objectives involve screening all kindergarten students in the five modalities of language and auditory, visual, fine motor and gross motor skills. High risk pupils are expected to master 80 percent of the observable modality skills that are the foundation for reading and writing success. The identified high risk children practice the skills in their concern area during 20 to 30 minutes or more of daily modality instruction. Students with considerable need in two or more modality areas are re-assessed at the end of the school year. The practice has been in use for five years.

Contact: Pamela Jones/Craig Carter
Murphy Elementary School
Administrative Center
2615 West Buckeye Road
Phoenix, AZ 85009
484-4066

MURPHY ELEMENTARY SCHOOL DISTRICT
PHOENIX, ARIZONA

In-school Supervision Practice (ISSP)

Students who are referred to the principal's office for discipline problems may be placed in the in-school supervision classroom for up to nine days. While the student is in the ISSP isolated classroom all extracurricular privileges and activities are suspended. There is only one morning and one afternoon restroom break and lunch is served in the classroom. The result of this practice is a significant decrease in the number of student multiple-suspension offenders.

Contact: Robert I. Donofrio
Murphy District Office
2615 West Buckeye Road
Phoenix, AZ 85009
484-4066

MURPHY ELEMENTARY SCHOOL DISTRICT
PHOENIX, ARIZONA

K-3 Special Assistance Program

The purpose of the Special Assistance K-3 program in the Murphy School District is to ensure consistent implementation of ARS 15-715 and 15-482 in providing special academic assistance to pupils in kindergarten and grades one through three, with the goal that all pupils capable of doing so will learn the basic skills necessary for fourth-grade work by the end of the third-grade year. This practice has been used for five years.

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484-4066

ORACLE ELEMENTARY SCHOOL DISTRICT
ORACLE, ARIZONA

All-School Reading Incentive Activities

The Chapter I reading teacher, in order to foster the love of reading in all children on the school campus, incorporates schoolwide reading activities. During the school year an all-school writing contest is held. The students are motivated to write through an outside bulletin board display and through activities provided by the Chapter I reading teacher to the classroom teacher. The students' stories are judged by a committee and the best ones are displayed in the school library. This practice has been in use for five years.

Contact: Loretta Wood, Ph.D.
Oracle Elementary School
P. O. Box 588
Oracle, AZ 85623
896-2315

ORACLE ELEMENTARY SCHOOL DISTRICT
ORACLE, ARIZONA

Cougar Board

Students are selected either by the teacher or their classmates to be the class All Star for one week. One student per classroom is selected weekly. Their picture is taken by the principal and a short note about the student is written by the teacher. Every Friday this information is put on a special All Star bulletin board located where everyone—even visitors—will notice the display. The names of the All Stars are included in the tri-community school news in the weekly community newspaper. This practice has been used for five years.

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Oracle Elementary School
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Oracle, AZ 85623
896-2315

OSBORN ELEMENTARY SCHOOL DISTRICT
PHOENIX, ARIZONA

Personalized Money Management—Banking

This practice was designed to help special education students understand the proper handling of money. Play money was used by the students. A money management system was devised for students to earn money by completing assignments, having perfect papers and staying on daily tasks. Students pay out money for lunchtime library passes, art auctions, etc. Use of a checkbook is introduced to the students learning the concept of banking. The concepts are introduced slowly to the students and reinforced daily. This practice has been used for over ten years.

Contact: Carolyn Sheets
Osborn Middle School
1102 West Highland
Phoenix, AZ 85013
234-2636

PARADISE VALLEY UNIFIED SCHOOL DISTRICT
PHOENIX, ARIZONA

Academic Bowl

The Academic Bowl began with the development of questions by teachers in the scope and sequence in the major subject areas of math, science, social studies, reading and language. Schools selected three teams of six students each and three coaches. An open single-elimination tournament was held at a central site with regional tournament winners moving into the finals. The regional tournaments were designed to select individuals rather than teams to compete in the finals.

Contact: Dr. Robert L. McClarin
Desert Cove Elementary School
11020 North 28th Street
Phoenix, AZ 85028
493-6070

PARADISE VALLEY UNIFIED SCHOOL DISTRICT
PHOENIX, ARIZONA

Aire Libre Reader of the Month

This reading incentive practice was developed to encourage independent reading by students. For each book read, students deposit a slip in their classroom's Reader of the Month box. Two students are chosen from each class every month to have a pizza lunch with the principal. Pizzas are supplied by local restaurants.

Contact: David Zuckerman, Principal
Aire Libre Elementary School
16428 North 21st Place
Phoenix, AZ 85022
493-6040

PARADISE VALLEY UNIFIED SCHOOL DISTRICT
PHOENIX, ARIZONA

Courtesy Cards

Students receive courtesy cards throughout the week for courteous behavior exhibited during the day. The students fill out the cards and deposit them in a grade-level raffle box. Every Friday the principal announces seven grade-level winners based on a random drawing. Each winning student receives a coupon from a local merchant for food items or entertainment.

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Desert Cove Elementary School
11020 North 28th Street
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493-6070

PARADISE VALLEY UNIFIED SCHOOL DISTRICT
PHOENIX, ARIZONA

Cut, Take Two

This practice develops an awareness in students as to the specific nature of their behavior problem and provides immediate reinforcement for an alternative, more acceptable way to solve the problem.

At the moment the student misbehaves, the teacher, in the manner of a movie director says, "Take Two, Joe asking Mike politely to keep his hands to himself." Then the students involved physically move back to where they were before the incident occurred and "take it again," this time with a more socially appropriate conclusion. This practice has been in use for five years.

Contact: Pam Lane
Eagle Ridge Elementary School
19801 North 13th Street
Phoenix, AZ 85024
582-1911

PARADISE VALLEY UNIFIED SCHOOL DISTRICT
PHOENIX, ARIZONA

Kindergarten Bear Share Bag

Mr. Bear's Share Bag is a good method of incorporating show and tell into daily classroom activities. Every day, two children in the class each take home an 18" x 20" drawstring bag with a bear on it. The children delight in having Mr. Bear's Bag go home with them. They have the responsibility of choosing one object to put inside the bag to share with the class the next day. The class recites a rhyme as an introduction to the time for each child to share. The object, having been concealed from the class, is a surprise to all. Then the bags are rotated to two other children.

Observation of the children reveals their enthusiasm for the activity. Through discussion with parents, I learned how the children gave careful consideration in selecting an object for the bag—spending time looking through their homes—even changing their minds several times before making a final decision on just the right thing to share and surprise their classmates.

Contact: Rosalia Ilic
Eagle Ridge Elementary School
19801 North 13th Street
Phoenix, AZ 85022
493-6100
gaa353, Rev. 6/90

PARADISE VALLEY UNIFIED SCHOOL DISTRICT
PHOENIX, ARIZONA

Medical Careers Science Program

Students who are accepted into the Medical Careers program complete an application and a personal interview. Requirements for acceptance include maturity, sense of responsibility, motivation and effective interpersonal skills. The curriculum is competency-based. Additional opportunities for educational enrichment are given to those students who desire advanced challenges. Students participate in community service projects and health fairs. They also receive hands on experience in medical and dental facilities and veterinary practices. This practice has been in use for over three years.

Contact: Sue Morrison
Horizon High School
5601 East Greenway Road
Phoenix, AZ 85254
953-4131

PARADISE VALLEY UNIFIED SCHOOL DISTRICT
PHOENIX, ARIZONA

Mini-Museum

This classroom instructional program includes a gallery of famous art work.

One hall at school has been dedicated as the Sandra Benedict Mini-Museum, in honor of the late past president of the Parent Teacher Group. The Benedict family donated a framed Andrew Wyeth print titled "Christina's World." The students had already selected "Children's Games" by Peter Brueghel, as their favorite print during a schoolwide election in 1985. In 1986, the students selected "The Mona Lisa" by Leonardo da Vinci. The remaining gallery is comprised of prints that are framed in light plastic for ease in handling by parent volunteers who use them in classroom discussions.

Contact: Dr. Robert L. McClarin
Desert Cove Elementary School
11020 North 28th Street
Phoenix, AZ 85028
493-6070

PARADISE VALLEY UNIFIED SCHOOL DISTRICT
PHOENIX, ARIZONA

Principal's Grab Bag

The practice was initiated to recognize and reinforce positive academic performance in the classroom and for students to view the principal in a positive way. The classroom teacher evaluates the work of the students to decide if they can draw from the grab bag. Criteria for selection varies with the teacher. It can be for good spelling, improved handwriting, oral reports or telling a creative story. Each teacher selects five students per month to draw from the Principal's Grab Bag. Small items such as pencils, rulers, etc. are donated for the grab bags by merchants and the PTA. When possible, the selected students' works are displayed in the office area on the Aire Libre "Wall of Fame."

Contact: David Zuckerman, Principal
Aire Libre Elementary School
16428 North 21st Place
Phoenix, AZ 85022
493-6040

PARADISE VALLEY UNIFIED SCHOOL DISTRICT
PHOENIX, ARIZONA

Safety Kids Club

Safety Kids Club is a practice in its fourth year that promotes safety through safe practices. When students are caught doing something safe for themselves or others, they are given a Safety Kids Club card. This card then is put in either the primary or intermediate box. Once a month and/or once a week a card is pulled from each box. The chosen Safety Kids receive a ribbon and a prize.

Contact: Judy Dewalt, Principal
Echo Mountain Elementary School
1811 East Michigan Avenue
Phoenix, AZ 85022
493-6110

PARADISE VALLEY UNIFIED SCHOOL DISTRICT
PHOENIX, ARIZONA

Spirit Assembly

Every Friday morning the school has an assembly. Students from different classes lead the assembly. The teachers from each grade level and class identify one student as the recipient of the Warrior Spirit Award. These students have their pictures taken and displayed in the office area of the school. This practice has been in use for five years.

Contact: G. Thomas Krebs
Eagle Ridge Elementary School
19801 North 13th Street
Phoenix, AZ 85024
493-6100

PARADISE VALLEY UNIFIED SCHOOL DISTRICT
PHOENIX, ARIZONA

Teddy Bear Day

One day each year is selected as Teddy Bear Day and teachers and staff members plan an instructional program based on a teddy bear theme. Some of the activities include measuring and weighing bears (math), writing stories or poems about bears (language), and dressing bears in costumes of different countries (social studies). On the chosen day the students and teachers bring their teddy bears or other stuffed animals to school. During the day students can earn courtesy cards (school rewards) with the teddy bear as the logo, and teddy bear stickers for good work in class. Classes display their bears, and the student council judges the displays and awards a rotational school spirit award to the winning class (awards are large, stuffed animals).

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Desert Cove Elementary School
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Phoenix, AZ 85028
493-6070

PARADISE VALLEY UNIFIED SCHOOL DISTRICT
PHOENIX, ARIZONA

Times Champs Multiplication Program

This program consists of math and music in the form of a 144-page book and a music cassette, combined together to create an atmosphere and attitude of fun, enjoyment and success! The math book is full of hands-on projects, rhyme, cartoons and plenty of enjoyable activities that review the multiplication facts. Concurrently, each student has their own copy of a cassette which they listen to at home that rehearses each set of the facts through child-oriented, fun songs.

A daily timed test at graduated levels is administered, with success at each level rewarded with a special certificate of accomplishment so each child knows that they can become a Times Champ. Mr. Linderman originated this practice ten years ago and it has been used successfully ever since.

Contact: Bill Linderman
Village Vista Elementary School
4215 East Andora Drive
Phoenix, Arizona 85032
493-6232

PARADISE VALLEY UNIFIED SCHOOL DISTRICT
PHOENIX, ARIZONA

Vital Signs

Vital Signs is a cocurricular writing project integrated into the medical science course which offers students practice in creative expression through completion of assignments addressing individual interests in health and medical careers. Additionally, the students elect editorial staff representatives who evaluate each submitted article for interest potential, composition and supported bibliography. The entire class gains with a sense of team effort, individual leadership development and increased insight into wellness and health concepts.

Vital Signs also disseminates current information on educational programs in health sciences, careers emerging from technology and sociological changes and educational program requirements to middle school counseling departments, high school counseling departments and middle school science teachers to assist their students in planning high school course selection. This practice has been in use for two years. Additionally, a health information instrument has been developed which is distributed to all students.

Contact: Sue Morrison
Horizon High School
5601 East Greenway Road
Scottsdale, AZ 85254
953-4131

PHOENIX ELEMENTARY SCHOOL DISTRICT
PHOENIX, ARIZONA

Developmental Language Enrichment

The practice is designed to provide oral language instruction to students age five through ten in the learning disabled classroom. The speech therapist goes into the classroom three times per week for a one-hour session, during the language time. The therapist conducts 25-minute whole-group language lesson/activities. The class is then divided into three small groups which rotate for ten-minute activities designed by the speech therapist and conducted by the L.D. classroom teacher, an instructional aide and the speech therapist who rotate to each group. Teaching methods vary with the groups. All students participate and peer assistance is encouraged. By using various methods of instruction, all students get the most benefit from this multi-disciplinary approach. This practice has been in use for six years.

Contact: Nancy S. Delecki, Director
Pupil Personnel Services
Phoenix District Office
125 East Lincoln Street
Phoenix, AZ 85004-2590
257-3805

PRESCOTT UNIFIED SCHOOL DISTRICT
PRESCOTT, ARIZONA

Adopt-a-Friend Program

Primary students are paired with intermediate students to meet once a week for a half-hour period. The goals are to enhance self-concepts and social skills along with the development of higher order thinking skills. Creative thinking and language arts exercises are the foundation of the Adopt-a-Friend program; however, other activities, such as picnics, holiday celebrations and field games, are included.

Teacher observation as well as parent and staff feedback show that intermediate students are becoming more nurturing of primary students, thus increasing the self-concept of all students involved. Teachers report that there are more appropriate social interactions on the playground. Parent feedback indicates that the children have an increased self-confidence about school, their peers, their studies and the Adopt-a-Friend program. Younger students, in need of academic or social assistance, seek out older students for help while older students gain increased academic and social skills along with a tremendous sense of pride. This practice has been in use for three years.

Contact: Taylor Hicks Elementary
1845 Campbell Avenue
Prescott, AZ 86301
445-5400, ext. 258

PRESCOTT UNIFIED SCHOOL DISTRICT
PRESCOTT, ARIZONA

Child Development Video Observation

Students in the Child Development classes observe preschool children at play. They write evaluations on the behavior observed. The teacher videotapes the preschool children at play and the interaction of the students with the children. The evaluations are graded on the basis of the student analysis. The students also have oral discussions on the preschool children. They learn the growth and behavioral patterns of the preschool children, and they can also evaluate their own behavior with the child. Students do not have to be videotaped. This practice has been used for five years.

Contact: Mary Ellen Ferra
Prescott High School
1050 North Ruth Street
Prescott, AZ 86301
455-5400

PRESCOTT UNIFIED SCHOOL DISTRICT
PRESCOTT, ARIZONA

Transition from Private Special Education School

This practice was developed to mainstream special education students into public school. Special education students who apply must sign a contract and agree to rules and regulations before being accepted into the school. Then students are transitioned on a gradual basis in increments of one hour each.

Contact: William R. Makela
Prescott Unified District Office
146 South Granite Street
Prescott, AZ 86303
445-5400, ext. 343

PRESCOTT UNIFIED SCHOOL DISTRICT
PRESCOTT, ARIZONA

Video-Enhanced Anatomy and Physiology Instruction

This class was designed for advanced biology and gifted students as well as students considering the field of medicine or a similar health-related career. Students were given hands-on instruction in video-microscopic instrumentation. The video concept brought the state of the art in medical technology to the classroom. The major purpose of the course was to develop and reinforce higher order perceptive and reasoning skills. Laser disks and a video-digitizing database with computers also can be used. This practice has been in effect for eight years.

Contact: Les Fenderson
Prescott High School
1050 North Ruth Street
Prescott, AZ 86301
445-5400

SCOTTSDALE UNIFIED SCHOOL DISTRICT
SCOTTSDALE, ARIZONA

Creative Puppet Show

Learning can be fun when students create their own puppet show, make their own hand-made puppets and write their own scripts. From the first day of school until the last day, students can create short skits or shows concerning subject matter or holiday observances. The goal is to learn to express their own thoughts through improved speech, creative expression and the use of descriptive language. Students and parents truly enjoy the final product. This practice has been in use for 25 years.

Contact: Helyn Mories
Navajo Elementary School
4525 North Granite Reef Road
Scottsdale, AZ 85251
423-3220

SCOTTSDALE UNIFIED SCHOOL DISTRICT
SCOTTSDALE, ARIZONA

Creative Writing

Composition and journal-writing are the two modes of communication used in this practice. Students make journal entries two to three times per week. The only form of correction used by the teacher is that of rephrasing a statement using correct grammar: i.e., a response to "We has went . . ." would begin with "After you had gone . . ." Compositions of approximately 350 words are written each week and specific skills are stressed, such as paragraphing, spelling and punctuation. Only those skills being emphasized are corrected. Periodically, students choose a favorite composition to proofread for all types of errors, edit and correct. These stories are illustrated, a cover is added and they are displayed on the bulletin board.

Contact: Gretchen Hartley Sorenson
Laguna Elementary School
10475 East Lake View Drive
Scottsdale, AZ 85258
451-5110

SCOTTSDALE UNIFIED SCHOOL DISTRICT
SCOTTSDALE, ARIZONA

Independent Studies

This practice provides sixth to eighth grade gifted students an opportunity to thoroughly research a topic. Students prepare an Independent Study Contract with the teacher. After researching the topic, they present their findings in the form of a film, a field trip accompanied by a written report, a speaker or taped interview, a report or a demonstration and a report. This practice has been in use for five years.

Contact: Robin Kline
Tonalea Elementary School
6801 East Oak Street
Scottsdale, AZ 85257
423-3270

SCOTTSDALE UNIFIED SCHOOL DISTRICT
SCOTTSDALE, ARIZONA

Life Skills Center (LSC) Community Education Program

The Life Skills Center Community Education Program is a community-based instructional program for high school students with substantial handicaps (trainable mentally handicapped and severe multiply handicapped). The school and local communities are used as the classroom to teach a functional curriculum in three major areas: independent living skills, vocational education and recreational/leisure skills. Age-appropriate activities are taught in the natural environment to minimize and/or eliminate the need for students with limited abilities to transfer skills and knowledge from the traditional classroom to real settings. LSC instruction increases students' probability of successful participation in the community as adults by preparing them for meaningful employment and independent living. The goal for each student in the program is the ability to work, live and actively participate in the local community as an adult.

Contact: Sharon Guastella
Coronado High School
2501 North 74th Street
Scottsdale, AZ 85257
990-4351

SCOTTSDALE UNIFIED SCHOOL DISTRICT
SCOTTSDALE, ARIZONA

Math One-on-One

Math instruction initially is directed toward the class as a whole but gradually evolves into a one-to-one program. Individual prescriptions are developed for each student based on first week pre-test and review. The children then progress at their own rate and are tracked with pre- and post-tests for each skill introduced. Extra books, games and exercises are available for drill and practice. When a student needs help on a post-test, he or she "takes a number." As each student's number is called, he/she meets with the teacher. Tests are given each Friday so that skills already mastered are not forgotten. This practice has been in use for 20 years.

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Laguna Elementary School
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Scottsdale, AZ 85258
451-5110

SCOTTSDALE UNIFIED SCHOOL DISTRICT
SCOTTSDALE, ARIZONA

Outdoor/Environmental Education

Using a hands-on approach, third grade students learn to appreciate the local environment and its problems. Study units include identifying plants and animals indigenous to the area, collecting specimens for additional classroom study, questions and activities designed to arouse curiosity and activities to provide a better understanding of our world. Activities begin in the parking lot and playground of the school and proceed to a park. Concepts are taught before taking students outdoors. The use of a hand compass is taught before a final three-day, two-night trip to Lake Pleasant. This practice has been used for 15 years.

Contact: Marilyn Miller
Navajo Elementary School
4525 North Granite Reef Road
Scottsdale, AZ 85251
423-3220

SCOTTSDALE UNIFIED SCHOOL DISTRICT
SCOTTSDALE, ARIZONA

The Saberseeker Project

The Saberseeker parent volunteer practice grew out of a need to utilize an existing computer software program, Guidance Information System (GIS). No career room was available and students were unable to decipher the program on their own, so the volunteer program was established through the guidance office. Parent volunteers with enthusiasm and energy were selected and trained to help students utilize the valuable college and career information provided through GIS.

After five years of successful operation, the volunteer program has been replaced by a new full-fledged college and career center staffed by a full-time aide, through the generosity of the Greyhound Corporation. The parent volunteer effort could be duplicated by other schools lacking staff in the guidance area, but having access to computer terminals and GIS software.

Contact: Barbara Buckles
Saguaro High School
6250 North 82nd Street
Scottsdale, AZ 85253
443-7103

SHOW LOW UNIFIED SCHOOL DISTRICT
SHOW LOW, ARIZONA

Computer Keyboarding

A special curriculum was developed to teach students the basics of using a typewriter and a computer keyboard. The use of a manual typewriter helped students learn keyboarding. Using several computers, they were taught how to use commercial software to input information through the keyboard.

Contact: Norman Ehmke, Principal
Show Low Junior High School
500 West Old Linden Road
Show Low, AZ 85901
537-5140

SHOW LOW UNIFIED SCHOOL DISTRICT
SHOW LOW, ARIZONA

Cougar Quest

The students are rewarded for positive behavior using the following methods: a telephone call from the principal to the parents, a weekly drawing for discount coupons provided by local merchants and choosing a favorite food from the chow cart. A quarterly point system is used to award individual students and classes with a special event such as a sock hop, field trip or movie. Students save their points for a super end-of-year activity. This practice has been in use for nine years.

Contact: Norman Ehmke, Principal
Show Low Junior High School
500 West Old Linden Road
Show Low, AZ 85901
537-5140

SHOW LOW UNIFIED SCHOOL DISTRICT
SHOW LOW, ARIZONA

4 SUCCESS

The 4 SUCCESS program was created to promote the development of each child academically, socially and emotionally. The primary goal is to bring about success for students who are not achieving as well as they could by integrating Special Education, Chapter One, Arizona K-3 Academic Assistance and district-funded remedial education into a coordinated support system. 4 SUCCESS promotes active partnerships with parents, minimizes stigmatization, centers accountability and empowers teachers to meet the needs of at-risk students.

To counter the negative effect of being singled out for a "special class," first priority is given to offering remedial services to students within the framework of a regular class. One SUCCESS classroom is established for each grade level and is staffed by a regular full-time teacher and a full-time special education teacher. These two staff members function as a team in providing all instruction, using specialized materials as necessary, to ensure grade level mastery of course content by all students.

The 4 SUCCESS Program works because it provides an environment where students can be successful instead of frustrated, because its teachers are committed to sharing their knowledge, expertise and caring for one another as well as their students, because parents are valued as indispensable to student progress, and because the school effort to remediate learning difficulties is directed and unified. This practice has been in use for four years.

Contact: Connie Abel, Principal
Show Low Primary School
500 West Old Linden Road
Show Low, AZ 85901
537-4525

SHOW LOW UNIFIED SCHOOL DISTRICT
SHOW LOW, ARIZONA

Golden Growl

Show Low Junior High School is the home of the mighty green and gold "Cougars." This practice acknowledges students who demonstrate positive self-discipline by giving them a "Golden Growl" instead of the usual negative growl of discipline. Whenever a student is seen going the extra mile in citizenship, classroom performance or demonstrating school pride, he/she is given a paper token which is gold colored and has a picture of our cougar. The student writes his/her name and the name of the staff member giving the "Golden Growl" on the token and it is deposited in the office for a weekly drawing. Community merchants donate meals, video rentals or gift certificates as prizes in the drawing. The student's parent or guardian must accompany him/her to redeem the certificate. This practice has been used for six years.

Contact: Norman Ehmke, Principal
Show Low Junior High School
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SHOW LOW UNIFIED SCHOOL DISTRICT
SHOW LOW, ARIZONA

Heritage Fair

The practice of holding an annual Heritage Fair grew out of a *Project Heritage* book in which we discovered that our community has many people with unique talents. These people are invited to demonstrate their crafts, art work or musical ability at the Fair. Our biggest challenge is to keep a current resource file of people who are willing to conduct the heritage workshops. The students register for three 50-minute workshops of their choice, each featuring the talents of a White Mountain resident. A visual display of artifacts of our pioneer days, including quilts and photos, also are a part of the Fair, along with a Dutch Oven Biscuits and Gravy lunch which is open to the public. This practice builds pride in our local heritage and community and has been well-supported for the past five years.

Contact: Norman Ehmke, Principal
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537-5140

SUNNYSIDE UNIFIED SCHOOL DISTRICT
TUCSON, ARIZONA

Goal Stars

All students who participate set a goal to improve by five percentage points during a grading period. The students who achieve this goal have their names placed on individual stars which are placed in the school office so all who visit can see them. The students also receive individual recognition before their classmates when the principal makes a visit to their classroom. The principal gives a talk on the importance of striving to do your best, and then calls the Goal Star students forward and presents them with a ribbon with "Gallego Goal Star" printed on it in gold letters. This practice has been in use for seven years.

Contact: Dr. Paul C. Bohardt, Principal
Gallego Elementary School
5102 South Cherry Avenue
Tucson, AZ 85706
741-2495

SUNNYSIDE UNIFIED SCHOOL DISTRICT
TUCSON, ARIZONA

Study for Excellence

Students will organize and use notebooks; organize and use assignment calendars.

- Students are more organized and know what is expected of them.
- Students are more responsible about completing and turning in assignments.
- Students are checking calendars and asking classmates for make-up work.
- Students are learning skills that can be applied throughout higher education and in the job world.

Teachers have improved their organizational skills and strategies.

Students' ITBS scores for target group A are higher and more consistent across subject areas for 1987 after implementation as compared with 1986 before implementation.

Students' progress report in the exploratory area of art shows target group A grades improved and attitudes were more positive after implementation in 1986-87.

Contact: Susan C. Masek
Sierra Middle School
5801 South Del Moral Boulevard
Tucson, AZ 85706-4399
741-2656

SUNNYSIDE UNIFIED SCHOOL DISTRICT
TUCSON, ARIZONA

Teaching Teams for Instructional Delivery

Four-member teams of teachers work together with designated groups of 100 to 120 students. Each teacher teaches reading or an elective and then focuses on a particular discipline. Each member of the team, along with one or two elective-area teachers, acts as an advisor for 15-20 of those designated students. This allows individual interaction with each student. This practice has been in use for five years.

Contact: Susan C. Masek
Sierra Middle School
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SUNNYSIDE UNIFIED SCHOOL DISTRICT
TUCSON, ARIZONA

Team Approach to Teaching Kindergarten

This is a teaming approach in which two teachers share a one and one-half contract. The schedule allows for joint planning and teaching with both teachers available in the classroom for one and one-half hours of each daily kindergarten session. One teacher has the full class for one hour of each session. The class size of each of the two sessions is equivalent to one and one-half classes of self-contained kindergarten.

This practice has been used successfully for six years. Currently, both teachers are full-time.

Contact: Carol Allen/Peggy Ward
Esperanza Elementary School
2353 East Bantam Road
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741-2456

TOLLESON ELEMENTARY SCHOOL DISTRICT
TOLLESON, ARIZONA

Anti-Vandalism Incentive

Students are told at the beginning of each school year that pride in their school could earn them a bonus at the end of the year. The district offers $175 (175 schools days at a dollar a day) for the entire student body to participate in an approved activity of their choosing or perhaps to purchase an item for the school. For any day that graffiti appears or vandalism is evident, the school loses a dollar toward their year-end activity or purchase. The amount is depreciated from the original sum of $175.

The success of this practice has been made evident by a check of the maintenance department records, reports by custodians and staff and community comments. Money spent and time required by maintenance for repair has been reduced at least 90 percent over the four years that the practice has been in use.

Contact: Manny Silva, Principal
Tolleson Junior High
P. O. Box 278
Tolleson, AZ 85353
257-6160

TOLLESON ELEMENTARY SCHOOL DISTRICT
TOLLESON, ARIZONA

Impact Interdistrict Consortium

Administrators and teachers from throughout the district meet monthly to examine activities that the district could accomplish more effectively and efficiently by working together in a consortium.

Contact: Ruben R. Lara
Tolleson Elementary District
P. O. Box 278
Tolleson, AZ 85353
257-6173

TOLLESON ELEMENTARY SCHOOL DISTRICT
TOLLESON, ARIZONA

Key Citizens

One student is selected from each classroom by the teacher and/or students each month as a "Key Citizen." Parents are notified by letter that their child has been selected and are invited to attend a flag-raising ceremony held to honor the "Key Citizens." The ceremony includes the presentation of certificates to all the "Key Citizens" for the month by the president of the student council and the principal and a group picture is taken for publication in the local newspaper accompanied by an article. Individual student pictures also are taken, which are displayed on a bulletin board in the cafeteria for a month and then given to the students.

All the "Key Citizens" have lunch with the principal. The students' parents are invited to join the group for lunch in the cafeteria and the principal provides a cake for the students and parents.

Contact: Ruben R. Lara
Tolleson Elementary District
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TOLLESON ELEMENTARY SCHOOL DISTRICT
TOLLESON, ARIZONA

Minigrants to Meet District Goals

Minigrants have been set aside from our Block Grant monies to help teachers reach the major annual goals set by our Board. In addition, the applicant must agree to submit an evaluation of the proposal at the end of the school year, and agree to assist other teachers in replicating the project.

Contact: Ruben R. Lara
Tolleson Elementary District
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Tolleson, AZ 85353
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TOLLESON ELEMENTARY SCHOOL DISTRICT
TOLLESON, ARIZONA

Monthly Recognition

The Monthly Recognition practice aims to boost the morale of our staff and raise the self-esteem of our students by publicly recognizing their accomplishments. A committee of teachers appointed by the Superintendent worked with adminstrators the first year to identify and recognize outstanding contributions of teachers, students, classified employees and volunteers. The second year, staff councils (composed of teachers) from each of our two schools accepted recommendations and made the selection.

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Tolleson, AZ 85353
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TUCSON UNIFIED SCHOOL DISTRICT
TUCSON, ARIZONA

Annual Book Fair

The Book Fair was developed to expand the schoolwide involvement of students in authoring, illustrating and reading their own books as an integral part of the language arts curriculum. With the help of parents and community, bookmaking materials are used to publish the books which are dictated, written and illustrated by the children. The books are reviewed for the annual Fair and comments are prepared for each book. The authors receive a certificate and award ribbon. Some children donate their original book to the library. This practice has been used for nine years.

Contact: Roslyn Miller
Drachman Primary Magnet School
549 South Convent Avenue
Tucson, AZ 85701
798-2735

TUCSON UNIFIED SCHOOL DISTRICT
TUCSON, ARIZONA

Author of the Month

The Carrillo Author of the Month program is a schoolwide practice whereby student writing is highlighted and recognized. Teachers and students give their best written works (fictional stories, poems, research reports, narratives, etc.) to the librarian. The librarian and the curriculum specialist select one written work from each grade level every month. The winning student author receives a letter of recognition from the principal and has his/her photograph displayed on the Author of the Month Board outside the library door. Multiple copies of the winning works are on display inside the library and are availabe for student check-out. They also become a permanent part of the Author of the Month library collection. This practice has been used successfully for seven years.

Contact: Carol Cribbet-Bell
Carrillo Intermediate Magnet School
440 South Main Avenue
Tucson, AZ 85701
798-2728

TUCSON UNIFIED SCHOOL DISTRICT
TUCSON, ARIZONA

Basic Skills Backing Plan

The practice was developed to increase instructional time on task for all students in relaxed small group settings within the classroom and to permit greater flexibility in grouping children according to linguistic and basic skills. Additionally, the practice would support interaction between classrooms during music and physical education periods. The practice has been in use for eight years.

Contact: Roslyn Miller
Drachman Primary Magnet School
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798-2735

TUCSON UNIFIED SCHOOL DISTRICT
TUCSON, ARIZONA

Bean Power

This practice was initiated to reward good learning behavior and improve teacher effectiveness with positive reinforcement. During the first week of school, a discussion on the power to govern one's own behavior is introduced. The students decide on the rules to be followed at school using the democratic process.

Students receive warm fuzzy beans for exhibiting positive behavior. The rewarded beans are placed in a clear glass jar in the classroom. When the jar is filled, the class receives a reward such as a picnic or field trip. When a student exhibits negative behavior that would not be rewarded, no beans are taken out of the jar. The teacher sees that each child contributes many beans to the jar. This practice has been in use for ten years.

Contact: Helen Wook/Jane Waldron
Van Horne Elementary School
7550 East Pima
Tucson, AZ 85715
798-2629

TUCSON UNIFIED SCHOOL DISTRICT
TUCSON, ARIZONA

Carrillo Excellence Program

The Carrillo Excellence Program was designed to encourage talented students to pursue independent studies and academic excellence. Students with A or B+ in subject areas (reading, math, social studies, science, writing, art, P.E. and human relations) enter into a contractual agreement with resource area specialists. All work is done independently outside of the regular school hours. The contract defines the specific tasks to be accomplished within the nine week period in order for the child to receive an excellence medal and a gold seal on their report card. Awards are received three times annually, followed by a reception with the children and their parents. This practice has been used for five years successfully.

Contact: Patricia L. Flores, Curriculum Specialist
Carrillo Intermediate Magnet School
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798-2728

TUCSON UNIFIED SCHOOL DISTRICT
TUCSON, ARIZONA

Children's Creative Response to Conflict (CCRC)

Children's Creative Response to Conflict (CCRC), was established as the result of a workshop I attended which taught strategies to effectively resolve problems and conflicts. A useful handbook contains structures that enable students to: be desirous of open communication, replicate a model for creative nonviolent problem solving, enhance self-esteem through building an atmosphere of trust and cooperation, and better understand their own and others' feelings.

The three guidelines for CCRC are:

- Respect everyone by not interrupting—there can be no "put-downs." Anyone may "pass" or choose not to take a turn.
- Everyone is an equal participant, including the facilitator, so seating is always in a circle. After each activity, everyone is invited to evaluate it.
- The process of building self-esteem and group bonding facilitates communication, which promotes cooperation, which leads to fewer conflicts. When conflicts do occur, they will be more easily solved.

This practice had been used successfully for seven years.

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Safford Magnet Middle School
300 South Fifth Avenue
Tucson, AZ 85701
798-2782

TUCSON UNIFIED SCHOOL DISTRICT
TUCSON, ARIZONA

Community Service Class in Physical Education

Junior and senior students recommended by their counselors and physical education teachers work three days per week assisting elementary teachers during recess periods. The upperclassmen expose the elementary students to a variety of movement experiences, simple games, dances and fitness tests. The high school students receive practical experience through exposure to the teaching profession. There are six weeks of classroom preparation on communication; background and understanding of elementary students; learning games, skills, dances, elements of movement exploration and fitness tests; development of lesson plans and experimental peer teaching. After orientation, the high school students spend Monday planning activities, Tuesday through Thursday carrying out the plans at the elementary school, and Friday evaluating the activities.

This practice has been used successfully for nine years.

Contact: Irma Ficzeri
Santa Rita High School
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Tucson, AZ 85730
721-6300, ext. 3033

WASHINGTON ELEMENTARY SCHOOL DISTRICT
PHOENIX, ARIZONA

Captain's Chest

After thorough textbook instruction and discussion of the early explorers of North America, the students are assigned a creative project called Captain's Chest. Using a decorated shoebox, their project is to pretend to be a captain exploring unknown lands.

Contact: Barbara Hornberger
Lookout Mountain Elementary School
15 West Coral Gables
Phoenix, AZ 85023
866-5181

WASHINGTON ELEMENTARY SCHOOL DISTRICT
PHOENIX, ARIZONA

Computer-Aided Instruction in Instrumental Music

This practice uses computer-aided instruction (CAI) as an independent study program to improve students' knowledge of music theory and to enhance performance skills on their instruments.

A strong fund-raising program or an adequate budget is vital since start-up costs can easily run to more than $2,000. Cooperative homeroom teachers also are helpful since the students must come in on their own time to use the computers. The only problem I have encountered is students who are so enthusiastic about using the computers that they want to rush through the programs without mastering the skills presented.

All activities are on an independent study basis; however, the more advanced concepts and actual music writing exercises do demand teacher assistance.

This practice has been used for over two years.

Contact: Tom Douglas
Sunburst Elementary School
14218 North 47th Avenue
Glendale, AZ 85306
866-5288

WASHINGTON ELEMENTARY SCHOOL DISTRICT
PHOENIX, ARIZONA

Good News Day

The principal makes two to five Good News phone calls to parents each week. The Good News practice was established to give parents positive information on their children and to improve the communication between home and school.

Teachers receive weekly staff notes with a space on the back to report various types of feedback including Good News about kids and a request for the principal to call parents and report how pleased we are with their children. Good News may be about a good deed, improved academic performance or anything positive that a child has accomplished during that week.

Contact: Terry L. Hammon
Chaparral Elementary School
3808 West Joan D'Arc
Phoenix, AZ 85029
866-5144

WASHINGTON ELEMENTARY SCHOOL DISTRICT
PHOENIX, ARIZONA

Ironwood Retrieval and Goal-Setting System

To increase achievement of students through a goal-setting process, a goal-setting conference was held for students, parents and teachers. Goal-setting systems were set up in mathematics, reading, language, social studies, science, spelling, citizenship and study skills. Parents are informed of their child's progress through conferences with the student and the teacher and conference cards are sent home every three weeks. This practice has been used for seven years with first to sixth grade students.

Contact: Leonard Sweeney
Ironwood Elementary School
14850 North 39th Avenue
Phoenix, AZ 85023
843-3415

WASHINGTON ELEMENTARY SCHOOL DISTRICT
PHOENIX, ARIZONA

Kindergarten Book Reports

To develop an interest in books and foster the practice of parents reading to their children, a letter is sent to parents asking for their help. Students share the books read at home by oral reports. Students are required to draw a picture of the story and gradually add the author's name and their own comments. The result is a positive interest in reading shown by both parents and children. Children start to ask the librarian about specific subjects and books to read.

Contact: Diane Joslin
Sahuaro Elementary School
12835 North 33rd Avenue
Phoenix, AZ 85029
866-5266

WASHINGTON ELEMENTARY SCHOOL DISTRICT
PHOENIX, ARIZONA

Make Your Child a Winner

This booklet is designed to provide a means of communication between teachers and parents and to suggest activities which parents can use at home to reinforce skills that have been introduced in the classroom.

Workshops are offered to parents dealing with discipline, working effectively with your child, oral language development, motor development, the writing process, reading to your child and listening to your child read, developing a positive self-concept, reinforcing thinking skills and summer activities designed to maintain concepts learned during the school year.

In addition to the *Make Your Child a Winner Handbook*, individual booklets have been developed on the subject of tips for raising a happy, healthy child; extended day kindergarten description and overview; information and referral services in the Phoenix area; tips for a successful school experience; and parenting styles questionnaire. Each booklet is written in a clear, concise format designed to be used for parent conferences or parent workshops.

Contact: Nedda Shafir
Washington School District Office
8610 North 19th Avenue
Phoenix, AZ 85021
864-2831

WASHINGTON ELEMENTARY SCHOOL DISTRICT
PHOENIX, ARIZONA

Maryland Activity Center

Students are provided extra space and time to experience learning through unique, fun activities which supplement, expand and enrich classroom instruction. Use of the center as a reward system promotes the school's positive discipline program. The facilities also are utilized for teacher in-service, testing new students and by parents and the community for after-school and other instructional activities. This practice has been in use for nine years.

Contact: Patricia Andazola
Maryland Elementary School
6503 North 21st Avenue
Phoenix, AZ 85015
866-5191

WASHINGTON ELEMENTARY SCHOOL DISTRICT
PHOENIX, ARIZONA

Our Country 'Tis of Thee

This teaching practice is a patriotic program for parents and guests presented as an assembly in February in honor of President's Day. The assembly begins with the history of our founding fathers and moves through the westward movement by means of a choral reading entitled Our Country 'Tis of Thee. This reading is taken from the literature text, *Sounds of a Distant Drum*. The reading provides solo, small group and full chorus participation. The practice has been used for ten years.

Contact: Wilma Dutton
Lookout Mountain Elementary School
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Phoenix, AZ 85023
866-5181

WASHINGTON ELEMENTARY SCHOOL DISTRICT
PHOENIX, ARIZONA

Parade of States

After studying the fifty states, each fifth-grade student draws the name of a state from a hat and must use a shoe box to create a float which exemplifies that state. Each float must depict at least five different areas such as natural features, products, famous people, state flag, etc. The floats are displayed at Open House. Ribbons are awarded for first, second and third place and three honorable mentions are presented to students. The activity has sparked an interest in social studies and students now recognize the diversity of the states and appreciate the uniqueness of their country.

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WASHINGTON ELEMENTARY SCHOOL DISTRICT
PHOENIX, ARIZONA

Pen Pal Parlance

Participation involves two or more schools within a district having foreign language classes. An exchange of students' names among schools is determined by class enrollment. A "base school" is designated for control. The foreign language chairman of that school distributes "pen pals" and initiates the writing process. Student-written letters are collected by class and sent through the district mail to the partner school. Continuous correspondence is then maintained for a predetermined amount of time. Preparatory activities include oral and written basic conversational phraseology, fundamentals of grammatically correct foreign language statement and interrogative structures and a minimum of age-level-directed vocabulary study. This practice has been used for three years.

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WASHINGTON ELEMENTARY SCHOOL DISTRICT
PHOENIX, ARIZONA

Pioneer Celebration

To develop students' awareness and understanding of the people who settled our country, the Pioneer Celebration begins with a study unit on "The First Americans and Settling in America." At the end of the unit, students and teachers dress as pioneers, display projects and square dance for parents and guests. The results of this practice, used for ten years, are an over 80 percent understanding by students of pioneer times and an enthusiasm for learning social studies.

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Lookout Mountain Elementary School
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WASHINGTON ELEMENTARY SCHOOL DISTRICT
PHOENIX, ARIZONA

Schoolwide Art Project

The purpose of this practice is to develop pride in the school and positive self-confidence in the children. Each student designs and paints a ceramic tile that will be displayed in the school cafeteria. All new students and first grade classes are involved each year. The cafeteria now has an impressive ceramic tile wall. The students discuss their work with one another, teachers and parents.

Contact: Al Crawford
Shaw Butte Elementary School
12202 North 21st Avenue
Phoenix, AZ 85029
866-5282

WASHINGTON ELEMENTARY SCHOOL DISTRICT
PHOENIX, ARIZONA

Staff Development Notes

A one-page "Staff Notes" is distributed to the faculty and staff every Monday morning. All important dates and deadlines, projects due and notes of recognition are contained in these notes written by the principal.

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Chaparral School
3808 West Joan D'Arc
Phoenix, AZ 85029
866-5144

WASHINGTON ELEMENTARY SCHOOL DISTRICT
PHOENIX, ARIZONA

Student Leadership Team

This practice facilitates student involvement in school activities. The students make administrative decisions within the guidelines of a student council government that has a direct effect upon their daily program at school.

A school election determines the president, vice president, secretary, treasurer and historian. Once elected, these students help the principal decide on projects for capital outlay and school improvements. They help in making school rules and boosting student morale and school unity. The student council also supports PTA projects and sets a positive example in the community.

The program is easy to start and the students' enthusiasm makes the program run by itself. A faculty representative is the sponsor for student council and serves as a sounding board and advisor. This practice has been used successfully for three years.

Contact: Joe L. Barfoot
Lakeview School
3040 West Yucca
Phoenix, AZ 85029
866-5177

WASHINGTON ELEMENTARY SCHOOL DISTRICT
PHOENIX, ARIZONA

The Writing Process

This practice is designed to improve the quality and increase the quantity of student writing and to develop higher order thinking skills such as synthesis, analysis and evaluation. The practice has been used successfully for eight years.

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John Jacobs Elementary School
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Phoenix, AZ 85023
866-5171

WASHINGTON ELEMENTARY SCHOOL DISTRICT
PHOENIX, ARIZONA

Word Analysis Systematic Review

Word analysis systematic review is a practice that consists of a series of transparencies with six to ten prefixes, suffixes, or Latin or Greek root words per sheet. Each sheet has the answers printed at the bottom for teacher and student usage to check meanings. The practice has been used for three years in reading classes to help students decipher the meanings of multi-syllabled words in isolation and understand the meanings of common prefixes, suffixes and Latin or Greek root words.

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WASHINGTON ELEMENTARY SCHOOL DISTRICT
PHOENIX, ARIZONA

Writing Workshop

This comprehensive third-grade writing, reading and thinking program developed over many years, influenced by Dr. Ralph Peterson and his writing classes at ASU, together with ideas from Lucy Calkins' *The Art of Teaching Writing*. Students first are exposed to an abundance of literature, studying authors' styles and analyzing how they, as struggling authors, might incorporate the same styles into their writing.

The teacher gives "mini-lessons" which focus on one specific area of writing (e.g., how to pick a title). The students refer to a topics list to choose a new topic about which to write or get out an old piece. They practice a technique learned during the mini-lesson or from a famous author.

The success of this program over the last four years has been determined by greatly improved student skills in spelling, sentence structure, vocabulary and reading comprehension, when compared to years prior to the inception of the Writing Workshop practice.

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